

USIA *State Gateway*

A Study of Audience Reactions to 'Tom Schuler'

- A USIS Short Feature Film -

Report No. 222
Series No. 2
December 7, 1955

RESEARCH STAFF
OFFICE OF PUBLIC AFFAIRS
AMERICAN EMBASSY

TABLE OF CONTENTS

| | <u>Page</u> |
|--|-------------|
| INTRODUCTION | i |
| SUMMARY | ii-iii |
| <u>I. The Audience</u> | 1- 4 |
| <u>II. General Appraisal of the Film</u> | |
| Section 1: Some Considerations for Under- standing Audience Reactions | 5-11 |
| Section 2: General Likes and Dislikes | 11-25 |
| Section 3: Reactions to the Technical Present- ation of the Film | 25-26 |
| <u>III. Comprehension and Impact</u> | 27-45 |
| APPENDIX "A" | 46 |
| APPENDIX "B" | 47 |

I N T R O D U C T I O N

The present study is the latest in a series of survey research projects to obtain audience reactions to USIS-sponsored films during or prior to general distribution.

For study of the reactions to the film 'Tom Schuler' two surveys were made by the Research Staff. One consisted of a sample drawn from the 'actual audience' to the feature film 'The Sarazen Blade'* - an American commercial film distributed since May 1955 by Columbia Pictures along with the USIS short 'Tom Schuler' - while the other was drawn from a 'special audience' achieved by showing the USIS short along with a different type of feature film which supposedly attracted another kind of audience to the theaters. (When the reaction of the two audiences are treated separately in the report, they are referred to as the 'actual audience' and the 'special audience.')

The sample of the 'actual audience' of 400 cases was gathered in three cities - Frankfurt/Main, Krefeld, and Marburg - where the film was shown in its normal course of distribution together with its regular feature film 'The Sarazen Blade'.* The 385 interviews for the 'special audience' were gathered in Kassel, where the USIS short was shown in two theaters along with the German-produced film 'Drei Tage Mittelarrest' (a military comedy) and 'Das Geheimnis einer Aerztin' (an average problem film).*

The surveys consisted of probability type samples of people 18 years of age and over. The procedure followed in drawing the sample was to interview the same number of persons each day as long as the film was shown in the particular theater and city. The persons to be interviewed were selected at random. The interviews were made by appointment in the homes of respondents the day after the film showing. This approach has several advantages over the write-in-questionnaire following a film, which has been used in some of the previous surveys. A personal interview in the respondent's home makes it possible to ask more detailed questions regarding reactions to the film and at the same time the interval following the showing is so short that the film remains fresh in the person's mind. The interview, therefore, can be longer and more carefully detailed with replies recorded precisely by trained interviewers, as contrasted with a tendency to ignore queries or to write in hasty replies which sometimes occurs when the respondent is left on his own.

* A synopsis for each film can be found in Appendix "B".

The report consists of three parts - 1) a description of the two test audiences and their characteristics; 2) a general appraisal of the film, including detailed audience comments concerning specific aspects and items of the film; and 3) some illustrations of comprehension and impact, i.e. is the theme understood, and is the film likely to be effective with German audiences?

As usual, interviewing was conducted by DIVO - Gesellschaft fuer Markt- und Meinungsforschung m.b.H., Frankfurt/Main, a German survey organization working under contract with the Research Staff.

S U M M A R Y

The audience evaluation study of the USIS short film 'Tom Schuler' was designed to obtain answers to questions which arose among the USIS policy officials in West Germany in discussing the impact and effectiveness of this film. Broadly stated, some of the main questions were: 1) would it be wise to release such a film since it might be felt that the contents were so widely agreed upon that the film might appear obvious and repetitious; 2) is the novelty of its presentation favorably received or are the drawings and scenes too grotesque for the average German movie-goer; and 3) will the animated technique used in the film detract attention from the main theme and thus lessen the impact of the film?

Judging by the reactions of two audiences of different composition, 'Tom Schuler' was generally well received and was considered essential to be shown here in West Germany at the present time. The theme of the film was clearly understood by an unusually great proportion of the viewers and though the audience appeared to have previous familiarity with the general message, no indication was found that the film was considered obvious or repetitious. However, one should keep in mind here the generally favorable pre-disposition toward this kind of picture (i.e. colored cartoons). Apparently the story of the immigrant cobbler made a deep impression on a large part of the movie-goers. This is revealed in different lines of inquiry and can be judged as a significant symptom of the impact the picture achieves.

The two different test audiences actually revealed no essential differences in evaluating the film. However, two slight tendencies become apparent. On the one hand, the 'actual audience' is slightly more favorably inclined towards the picture while on the other hand the 'special audience' appears to have learned more from the feature in respect to new ideas and general knowledge. This might be explained by the different characteristics of the audiences, since the 'actual audience' has greater proportions of men, younger people and the better educated (particularly students). As a rule, these groups are generally more open-minded and better informed.

By and large, one is justified in making the overall conclusion that the release of 'Tom Schuler' for general distribution is in USIS' interest since its appeal and educational effect are established as facts by the present study.

I. The Audience

The USIS-sponsored short film 'Tom Schuler' describes the life of a legendary figure in U.S. history. It deals with a period of American history in which the original thirteen colonies adopted the present federal form of government and emphasizes the interdependence of individuals and regions in economic and political matters. It also points out the significance of the federal form of government to the industrial and political growth of the United States. The film is built around an immigrant cobbler - Tom Schuler - who learns that by public service he can contribute to good government and efficient administration. The audience originally suggested for the film were government officials, educators, editors, schools and colleges.

As the film has been in general distribution since spring of this year, always shown along with the same feature film - an adventure-type thriller - it was deemed necessary to focus on its 'actual audience', i.e. on movie-goers attracted by adventure-type feature films, rather than on groups which might eventually see the film.

The purpose of the 'special audience' was to compare both audiences and find out whether or not another type of spectator might indicate different reactions to the film.

TWO-THIRDS OF 'ACTUAL AUDIENCE' ARE FREQUENT MOVIE-GOERS ...

When frequency of movie-going of the two audiences studied in this report is compared with the German public, the 'actual audience' seems to include the most frequent movie-goers since 68% attend a motion picture at least once a week. Among the 'special audience', only 39% attend that frequently. The largest proportion (almost half - 45%) attend the movies approximately one to three times a month. The frequency of movie-going among the general population appears to be considerably lower than for either of the two other groups - only 15% go at least once a week.

"How often do you go to the movies, on the average?"

| | <u>Actual Audience@</u> Aug 1955 (400) | <u>Special Audience@</u> Sept/Oct 55 (385) | <u>General Population Survey 1953</u> (2,000) |
|----------------------------|--|--|--|
| 4 - 7 times a week | 3% } | *% } | *% } |
| 2 - 3 times a week | 35 } 68% | 10 } 39% | 2 } 15% |
| Once a week | 30 } | 29 } | 13 } |
| 2 - 3 times a month | 17 } 26 | 26 } 45 | 14 } 28 |
| Approximately once a month | 9 } | 19 } | 14 } |
| 6 - 11 times a year | 2 } | 8 } | 8 } |
| 3 - 5 times a year | 2 } 6 | 5 } 15 | 10 } 28 |
| Once or twice a year | 2 } | 2 } | 10 } |
| Less than once a year | - | 1 | 17 |
| Never | - | - | 12 |
| | <u>100%</u> | <u>100%</u> | <u>100%</u> |

* Less than one half of one per cent.

@ The 'actual audience' is the audience viewing the short with the feature film in regular distribution. The 'special audience' is the one contrived by showing the short with a different type of feature film.

BOTH AUDIENCES FAVORABLY DISPOSED TOWARD COLORED CARTOON FILMS ...

To furnish a point of reference for audience appraisal of the 'Tom Schuler' film, people were asked how they liked short features and colored cartoons in general.

The general predisposition towards the kind of short films represented by the 'Tom Schuler' picture appears to be generally favorable, since the overwhelming majority in both samples like colored cartoons and also want to have short features included in the general movie program.

"Do you generally like to have short features included in the program or don't you particularly care about it? (Besides commercial films and newsreels)?"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|------------------|----------------------------|-----------------------------|
| Yes | 76% | 79% |
| No, don't care | 12 | 11 |
| Qualified answer | 11 | 8 |
| No opinion | 1 | 2 |
| | <u>100%</u> | <u>100%</u> |

"Do you generally like or dislike colored cartoon films?"

| | | |
|------------------|-------------|-------------|
| Like | 84% | 81% |
| Dislike | 8 | 14 |
| Qualified answer | 8 | 4 |
| No opinion | * | 1 |
| | <u>100%</u> | <u>100%</u> |

Obviously, if the sample of audience interviewed expressed a generalized dislike for shorts or colored cartoons, this would have to be taken into account in interpreting reactions to 'Tom Schuler.'

MORE MEN AND BETTER EDUCATED PEOPLE FOUND AMONG 'ACTUAL AUDIENCE' ...

Comparison of population groups reveals that a considerably greater proportion of the men and of the better educated people are among the 'actual attendees' than was found in the 'special audience.' While the latter divides almost equally by sex only 3 out of ten viewers among the 'actual audience' are women. Among the 'actual audience' more than twice as many have the Abitur or university training as is found among the 'special audience.'

As to socio-economic status, the large majority of both audiences belongs to the middle classes and both audiences draw the same share from the prestige occupations.

Whereas no differences among the two groups can be found in regard to monthly income, the 'actual audience' has many more younger people than does the 'special audience.' This probably explains the finding that single people predominate among the former and married persons among the latter.

* Less than one half of one per cent.

With regard to party preference, SPD adherents outnumber CDU supporters among the first group, but the two parties have equal proportions among the special audience.

SAMPLE COMPOSITION

| | <u>Actual Audience</u> (400) | | <u>Special Audience</u> (385) | |
|---|---------------------------------|---------------------|----------------------------------|---------------------|
| | <u>%</u> | <u>No. of cases</u> | <u>%</u> | <u>No. of cases</u> |
| <u>Sex:</u> | | | | |
| Men | 70 | 280 | 44 | 170 |
| Women | 30 | 120 | 56 | 215 |
| <u>Education:</u> | | | | |
| University | 16 | 63 | 3 | 11 |
| Abitur (diploma) | 3 | 11 | 4 | 14 |
| Middle and/or high school w/o Abitur (diploma) | 16 | 66 | 31 | 118 |
| Elementary school | 65 | 260 | 62 | 242 |
| <u>Income:</u> | | | | |
| 500 DM and more | 33 | 131 | 34 | 129 |
| 400 to 499 DM | 17 | 69 | 17 | 67 |
| 300 to 399 DM | 25 | 98 | 25 | 96 |
| 150 to 299 DM | 17 | 70 | 15 | 59 |
| Up to 149 DM | 7 | 28 | 5 | 20 |
| No answer | 1 | 4 | 4 | 14 |
| <u>Socio-Economic Status:</u> | | | | |
| Upper | 5 | 19 | 2 | 9 |
| Middle | 61 | 247 | 64 | 246 |
| Lower | 34 | 134 | 34 | 130 |
| <u>Occupation (respondent):</u> | | | | |
| Professionals | 6 | 24 | 7 | 26 |
| Businessmen | 11 | 44 | 10 | 38 |
| White-collar workers | 15 | 61 | 20 | 78 |
| Skilled laborers | 13 | 50 | 10 | 38 |
| Semi-skilled laborers | 11 | 46 | 4 | 16 |
| Domestic service | 6 | 25 | 6 | 25 |
| Farmers, farmhands | 1 | 5 | * | 1 |
| Housewives | 12 | 46 | 32 | 124 |
| Unemployed | 3 | 11 | 1 | 2 |
| Pensioners; retired | 3 | 13 | 4 | 14 |
| Students; pupils | 14 | 57 | 3 | 10 |
| Apprentices | 5 | 18 | 3 | 13 |
| <u>Age:</u> | | | | |
| 18 to 24 years | 41 | 167 | 22 | 85 |
| 25 to 34 years | 29 | 115 | 28 | 105 |
| 35 to 44 years | 14 | 58 | 22 | 86 |
| 45 to 54 years | 9 | 34 | 17 | 66 |
| 55 to 64 years | 5 | 18 | 8 | 30 |
| 65 years and over | 2 | 8 | 3 | 13 |
| <u>Family Status:</u> | | | | |
| Married | 43 | 170 | 68 | 260 |
| Widowed | 4 | 17 | 4 | 16 |
| Divorced | 3 | 12 | 3 | 13 |
| Single | 50 | 201 | 25 | 96 |

* Less than one half of one per cent.

(Cont'd on next page)



(Cont'd from preceding page)

| | <u>Actual Audience</u> | | <u>Special Audience</u> | |
|---|------------------------|---------------------|-------------------------|---------------------|
| | <u>%</u> | <u>No. of cases</u> | <u>%</u> | <u>No. of cases</u> |
| <u>Religion:</u> | | | | |
| Catholics | 29 | 116 | 17 | 64 |
| Protestants | 67 | 267 | 79 | 304 |
| Others | 1 | 5 | 1 | 6 |
| No religion | 3 | 12 | 3 | 11 |
| <u>Party Preference:</u> | | | | |
| SPD | 35 | 141 | 22 | 84 |
| CDU/CSU | 25 | 100 | 24 | 93 |
| FDP | 13 | 52 | 15 | 60 |
| Other parties | 3 | 10 | 2 | 7 |
| No party | 14 | 56 | 20 | 76 |
| No party preference stated | 10 | 41 | 17 | 65 |
| <u>Origin:</u> | | | | |
| Natives | 68 | 274 | 79 | 306 |
| Refugees, expellees | 32 | 126 | 21 | 79 |
| <u>Participation in Public Affairs:</u> | | | | |
| Participate often | 13 | 50 | 8 | 31 |
| Occasionally | 16 | 64 | 16 | 64 |
| Seldom | 26 | 106 | 18 | 68 |
| Never | 45 | 180 | 58 | 224 |
| <u>Club-, Association-, Trade Union-, Party-Membership:</u> | | | | |
| Yes, association | 25 | 102 | 14 | 55 |
| Yes, club | 5 | 19 | 2 | 6 |
| Yes, trade union | 18 | 74 | 22 | 83 |
| Yes, political party | 5 | 18 | 3 | 10 |
| Yes, others | 10 | 40 | 8 | 30 |
| No, no member | 51 | 203 | 59 | 228 |
| | 114% [@] | 456% | 108% [@] | 412% [@] |

[@] Some respondents hold more than one membership.

II. General Appraisal of the Film

While, generally speaking, 'Tom Schuler' received a favorable reception from its viewers and no essential differences in appeal were apparent between the two audiences studied, some basic facts are worth noting as a starting point for understanding spectators' reactions. The reactions themselves will be presented later in this chapter.

Section 1: Some Considerations for Understanding Audience Reactions

MORE THAN NINE OUT OF TEN THEATER VISITORS ATTENDED ALL OF THE PICTURE ...

Almost all respondents in both audiences attended the short feature. A mere handful (8% from the 'actual audience' and only 1% in the 'special audience') saw only part of it.

"Did you see the short feature 'Tom Schuler - the Story of a Cobbler' last night? (Did you see all or only part of it?)"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|----------------------|----------------------------|-----------------------------|
| Yes, all of it | 92% | 99% |
| Yes, only part of it | 8 | 1 |
| No, not seen at all | - | - |
| | <u>100%</u> | <u>100%</u> |

AND ALMOST EVERYBODY REMEMBERED IT WELL ...

At the time of the interview - maximum 48 hours after the film showing - almost everybody in the two audiences remembered the short feature well. In fact, three quarters claimed clear and detailed remembrance of the film since they replied 'yes, very well' to the following question:

"Do you still remember this short feature? (Remember it very well, well or scarcely?)"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|----------------|----------------------------|-----------------------------|
| Yes, very well | 75% | 78% |
| Yes, well | 23 | 20 |
| Scarcely | 2 | 2 |
| | <u>100%</u> | <u>100%</u> |

POLITICAL CONTENTS MOST REMEMBERED DETAIL ...

Asked what they remembered best about the film, almost everyone was able to supply some details. The purpose of the query was, of course, to find out - prior to the next series of questions which were more directly concerned with the film - whether people really knew the film.

It is clear from their replies that the audiences recalled the content of the film quite precisely. Scenes in connection with the political contents of the film appear to be remembered most frequently by the respondents, in fact, almost everybody makes a statement in this connection.

"What do you still remember best about this film?"

SUMMARY TABLE

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|----------------------------|-----------------------------|
| <u>COMMENTS CONCERNING THE POLITICAL CONTENTS OF THE FILM:</u> | (99%) | (92%) |
| The border and customs problems | 30 | 32 |
| The final compromise and the federation of the states | 15 | 16 |
| The friction and discord among the states | 14 | 13 |
| The cobbler's speech in parliament | 10 | 5 |
| The representation of nature and develop- ment of the American constitution | 9 | 5 |
| The difficulties arising from the different currencies | 8 | 11 |
| How the cobbler was elected a delegate | 7 | 5 |
| The exemplary way in which the cobbler devoted himself to the welfare of his fellow citizens | 6 | 5 |
| <u>GENERAL COMMENTS:</u> | (42%) | (51%) |
| The cobbler's purchasing tour | 17 | 22 |
| The tribute paid to the cobbler (unveiling of the monument) | 11 | 14 |
| The emigration of the cobbler to America | 6 | 6 |
| The work of the cobbler | 5 | 3 |
| The leading character | 2 | 2 |
| The social advancement of the cobbler | 1 | 4 |
| <u>TECHNICAL AND ARTISTIC DETAILS OF THE FILM:</u> | (8%) | (14%) |
| <u>EVERYTHING REMEMBERED:</u> | (4%) | (4%) |
| <u>NO OPINION:</u> | (2%) 155% [@] | (2%) 163% [@] |

@ Some respondents remembered more than one detail.

The actual comments reveal not only a precise and detailed remembrance of the contents, but also suggest a kind of impact which is impressive, especially as it was revealed in such an indirect and neutral way.

(In Chapter III more specific illustrations of impact and effectiveness of the film will be reported.)

"What do you still remember best about this film?"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|---|----------------------------|-----------------------------|
| <u>COMMENTS CONCERNING THE POLITICAL CONTENTS OF THE FILM</u> | (99%) | (92%) |
| <u>The border and customs problems:</u> | 30 | 32 |
| "The disappointment of this man when crossing the borders and his troubles with the documents which never were the right ones." | | |
| "I found the scene especially impressive where he travelled through all those small states and encountered so many difficulties at the frontiers. How the cobbler was swamped with forms when he wanted to cross a frontier!" | | |
| "The cartoons about all the different states. It was made clear what influence customs barriers have on the economy and prosperity of a country." | | |
| "The representation of the customs barriers were extremely impressive." | | |
| <u>The final compromise and the federation of the states:</u> | 15 | 16 |
| "The good will of all the delegates allowed them to reach a compromise which finally defeated separatism and the egoistic interest of the individual states." | | |
| "I remember the conference - how they discussed things, how people reached an agreement in the end, because they came to realize that the countries would be better off under a central government." | | |
| "I remember the negotiations carried on in Philadelphia which led to a necessary compromise." | | |
| "They showed here how a nation united to form one large bloc, a country in which all people could live comfortably." | | |
| <u>The friction and discord among the states:</u> | 14 | 13 |
| "Then all the members of the government held a meeting and couldn't reach an agreement. The discord among the people." | | |
| "The small states, how they fought against each other and how every state tried to remain independent." | | |
| "I recall the graphic presentation of the civil wars and how they showed the splitting up of the colonies." | | |
| "You could more or less compare the strife between the individual states with the situation in Germany - East and West." | | |

(Cont'd on next page)

(Cont'd from preceding page)

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|----------------------------|-----------------------------|
| <u>The cobbler's speech in parliament:</u> | 10% | 5% |
| "The outrage and determination of the cobbler - who was just an ordinary man - to speak at the Convention." | | |
| "The part where Schuler made his speech and all the distinguished gentlemen took him seriously and finally agreed with him!" | | |
| "The speech of the common man at the time when the principles of the American state and its constitution were worked out. It is my opinion that his speech, in spite of the grotesque way in which it was recorded, still was presented according to its true historical significance. To my knowledge this democratic constitution was not the creation of a few leading brains of the time, but it is the expression of the views and conviction of the American people as a whole." | | |
| <u>The representation of nature and development of the American constitution:</u> | 9 | 5 |
| "The presentation of the constitution - the legislative and the executive body - all that was made clear by the picture of the scales." | | |
| "The structure of the government was made clear. By using the scales, they were able to explain the distribution of power." | | |
| "It showed how the constitution and amendments form the basis for the uniform government system of the U.S. of today. You could watch the evolution of the constitution." | | |
| <u>The difficulties arising from the different currencies:</u> | 8 | 11 |
| "How the cobbler had to pay in a different currency every time and that money no longer had any value." | | |
| "By having to use many different currencies, the leather turned out to be expensive in the end." | | |
| "The similarity between the America of the past and Europe of today - I mean the difficulties with the currency." | | |
| <u>How the cobbler was elected a delegate:</u> | 7 | 5 |
| "That such a poor cobbler had the courage to stand for election." | | |
| "The scene with the cobbler as a delegate is almost unbelievable. Here an ordinary cobbler would never become a member of parliament." | | |
| "The scene which was shown twice was especially impressive - where the people see off their delegate, the cobbler." | | |
| <u>The exemplary way in which the cobbler devoted himself to the welfare of his fellow citizens:</u> | 6 | 5 |
| "The cobbler's decision to subject his own interests to the common welfare." | | |
| "The courage of the cobbler, who stood up for the interests of his fellow countrymen in spite of all attacks." | | |
| "The cobbler stood up and fought for the common cause. Schuler was a man who lived as one ought to. As a good citizen he took an interest in politics." | | |

(Cont'd on next page)

(Cont'd from preceding page)

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|----------------------------|-----------------------------|
| <u>GENERAL COMMENTS</u> | (42%) | (51%) |
| <u>The cobbler's purchasing tour:</u> | 17 | 22 |
| "The trip the cobbler made to Pennsylvania when he wanted to purchase leather. I wonder where he got all that money with which to pay the duties." | | |
| "How he purchased leather and had to realize in the end that it would have cost him less if he had bought it at home." | | |
| "How the shoemaker travelled so far to buy leather which turned out to be so expensive." | | |
| <u>The tribute paid to the cobbler (unveiling of the monument):</u> | 11 | 14 |
| "The inauguration of the Thomas Schuler memorial and the band that played on this occasion." | | |
| "The face the mayor pulled when the monument was unveiled, and the speech of the mayor." | | |
| "How they honored Schuler. After all, he was a foreigner over there." | | |
| <u>The emigration of the cobbler to America:</u> | 6 | 6 |
| "How he emigrated to America and how America fell short of his expectations." | | |
| "The ship with the immigrants and how the country wasn't so pleasant as they had imagined." | | |
| "How he stood on deck and pictured it all to himself and was so disappointed afterwards when he saw the country." | | |
| <u>The work of the cobbler:</u> | 5 | 3 |
| "How he sat in his workshop and used up the pile of leather he got." | | |
| "How he sat in his workshop and made shoes, took the nails from his mouth and knocked them in." | | |
| <u>The leading character:</u> | 2 | 2 |
| "The leading actor, the figure of Thomas Schuler, the cobbler." | | |
| "The main figure, the shoemaker." | | |
| <u>The social advancement of the cobbler:</u> | 1 | 4 |
| "How the poor cobbler made his way in life." | | |
| "The cobbler who worked so hard and even got on in life, but wasn't much respected by those haughty politicians." | | |

TECHNICAL AND ARTISTIC DETAILS
OF THE FILM

| | | |
|--|-------|-------|
| | (8%) | (14%) |
| "I will always remember the beauty of the colors." | | |
| "The scenery was more realistic than in other cartoons. I quite liked that." | | |
| "I liked the figures of the citizens and the arguments they had. The faces were rather original even though the figures had a grotesque look." | | |
| "I can still see him sitting in his bed with a bug crawling on his neck. Most films finish when you begin to enjoy yourself." | | |

(Cont'd on next page)

(Cont'd from preceding page)

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|----------------------------|-----------------------------|
| <u>EVERYTHING REMEMBERED</u> | (4%) | (4%) |
| "Actually I remember everything quite well." | | |
| "I remember everything very well." | | |
| <u>NO OPINION</u> | (2%) 155% ^o | (2%) 163% ^o |

@ Some respondents remembered more than one detail.

MAJORITY IDENTIFIES 'TOM SCHULER' AS AN AMERICAN FILM ...

Nearly two-thirds of the audiences recognized the short feature as an American one, but about a fourth thought that it was a German film.

This indicates that, even without any special designation in title or in screen credits, it revealed its true identification, and resulted in an awareness by the German audience that they were viewing an American production.

"As far as you know, which country produced this short feature 'Tom Schuler'? (That is, was it a German, English, American, or French short feature?)"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|------------|----------------------------|-----------------------------|
| American | 60% | 66% |
| German | 30 | 23 |
| English | 4 | 1 |
| French | * | 1 |
| Undecided | 5 | 6 |
| No opinion | 1 | 3 |
| | <u>100%</u> | <u>100%</u> |

* Less than one half of one per cent.

The better educated people, are no more aware of the true identification of the film than other groups. The male segment of the audience, however, tends to consider the film more as a German production than women do.

"As far as you know, which country produced this short feature 'Tom Schuler?' (That is, was it a German, English, American, or French short feature?)"

| | <u>Combined Audiences</u> | | | | |
|----------------------|---------------------------|-------------------|-------------------|--------------|--------------|
| | <u>TOTAL</u> | <u>Elementary</u> | <u>Beyond</u> | <u>Men</u> | <u>Women</u> |
| | <u>(785)</u> | <u>school</u> | <u>elementary</u> | <u>(450)</u> | <u>(335)</u> |
| | | <u>(502)</u> | <u>(283)</u> | | |
| American | 63% | 64% | 63% | 61% | 65% |
| German | 27 | 25 | 30 | 30 | 23 |
| English | 2 | 3 | - | 2 | 2 |
| French | 1 | 1 | - | 1 | 1 |
| Undecided/No opinion | 7 | 7 | 7 | 6 | 9 |
| | <u>100%</u> | <u>100%</u> | <u>100%</u> | <u>100%</u> | <u>100%</u> |

Section 2: General Likes and Dislikes

FILM GENERALLY LIKED BY ITS AUDIENCE ...

Judging from the results obtained from direct inquiries on the film, the 'Tom Schuler' picture seems to be well received by its spectators. Asked how they liked the short feature, almost three-fourths (70%) of the movie-goers in the 'actual audience' rated it as well liked.

Somewhat less appeal is found among the 'special audience' since only 62% said they liked the showing. The weight of opinion in both groups leans toward liking it 'well' rather than 'very well.'

"And how do you like this short feature 'Tom Schuler'?"

| | <u>Actual</u> | <u>Special</u> |
|-------------|-----------------|-----------------|
| | <u>Audience</u> | <u>Audience</u> |
| Very well | 15% | 13% |
| Well | 55 | 49 |
| Not so well | 20 | 22 |
| A little | 6 | 9 |
| Not at all | 4 | 7 |
| No opinion | * | * |
| | <u>100%</u> | <u>100%</u> |

* Less than one half of one per cent.

MEN AND THE BETTER EDUCATED RATED PICTURE HIGHEST ...

As the following table shows, the film receives a better rating by men and the better educated people among its audience.

"And how did you like this short feature
'Tom Schuler'?"

| | <u>Combined Audiences</u> | | | | |
|-------------------|---------------------------|-------------------|-------------------|--------------|--------------|
| | <u>TOTAL</u> | <u>Elementary</u> | <u>Beyond</u> | <u>Men</u> | <u>Women</u> |
| | <u>(785)</u> | <u>school</u> | <u>elementary</u> | <u>(450)</u> | <u>(335)</u> |
| | | <u>(502)</u> | <u>(283)</u> | | |
| Well to very well | 65% | 60% | 69% | 70% | 60% |
| Not so well | 21 | 22 | 20 | 19 | 23 |
| Only a little | 8 | 12 | 6 | 7 | 9 |
| Not at all | 6 | 6 | 5 | 4 | 8 |
| No opinion | * | * | - | * | - |
| | <u>100%</u> | <u>100%</u> | <u>100%</u> | <u>100%</u> | <u>100%</u> |

BUT MAIN FEATURE FILM ITSELF TENDS TO RECEIVE MORE FAVORABLE APPRAISAL
THAN 'TOM SCHULER' ...

Judging by the comparison of the responses to the two questions rating the
main feature film and the short, the main feature seems to be viewed
slightly more favorably than 'Tom Schuler.'

"How did you like the main feature last night?"

"And how did you like this short feature
'Tom Schuler'?"

| | <u>Combined Audiences</u> | |
|---------------|---------------------------|----------------------|
| | <u>Main</u> | <u>USIS short</u> |
| | <u>Feature Film</u> | <u>'Tom Schuler'</u> |
| | <u>(785)</u> | <u>(785)</u> |
| Very well | 19% | 13% |
| Well | 51 | 52 |
| Not so well | 18 | 21 |
| Only a little | 6 | 8 |
| Not at all | 6 | 6 |
| No opinion | * | * |
| | <u>100%</u> | <u>100%</u> |

Both audiences do not differ significantly in judgment about their main
feature film. However, when reactions of each audience to the main and
short feature respectively are contrasted, a noteworthy difference between
the two emerges from our findings. While among the 'actual audience' the
main feature film and 'Tom Schuler' enjoy an almost identical rating, the
main feature is viewed slightly more favorably (70%) than the USIS short
(62%) by the 'special audience.'

"How did you like the main feature last night? (CARD)
And how did you like this short feature? (CARD)"

| | <u>Actual Audience</u> | | <u>Special Audience</u> | |
|-------------|------------------------|----------------|-------------------------|----------------|
| | <u>Main</u> | <u>Short</u> | <u>Main</u> | <u>Short</u> |
| | <u>Feature</u> | <u>Feature</u> | <u>Feature</u> | <u>Feature</u> |
| Very well | 19% | 15% | 20% | 13% |
| Well | 52 | 55 | 50 | 49 |
| Not so well | 18 | 20 | 17 | 22 |
| A little | 6 | 6 | 6 | 9 |
| Not at all | 5 | 4 | 7 | 7 |
| No opinion | * | * | * | * |
| | <u>100%</u> | <u>100%</u> | <u>100%</u> | <u>100%</u> |

* Less than one half of one per cent.
- 12 -

ATTITUDE TOWARD EUROPEAN INTEGRATION DETERMINES DEGREE OF LIKING THE FILM ...

Another important factor in the general rating of 'Tom Schuler' seems to be the basic attitude toward European integration. This is indicated by the finding that the more respondents are for a unification of Europe the higher do they rate the film. In fact, three-quarters (74%) of those strongly for European integration like the short feature well or very well, but only about one quarter (27%) of those attendees against it give the picture their high rating.

| | <u>Combined Audiences</u> | | | | |
|--|---|---|--|------------------------|-----------------------|
| | Strongly for Euro- pean inte- gration (451) | For idea, but American example not applicable to Europe (246) | Against European integration (51) | Un- decided (19) | No opinion (14) |
| Well or very well | 74% | 57% | 27% | 42% | 36% [@] |
| Not so well, a little, or not at all | 26 | 43 | 73 | 53 | 64 |
| No opinion | [*] 100% | <u>100%</u> | <u>100%</u> | <u>100%</u> | <u>100%</u> |

* Less than one half of one per cent.

@ wording of question in Appendix "A".

THEME AND CONTENTS MOST FREQUENTLY MENTIONED AS LIKED ...

Among the content details mentioned as best liked, it is interesting to note and very significant in judging the overall impact of the picture that statements regarding the theme and message of the film were frequently expressed by the audience. When one considers that the picture advocates a unification of nations, that it points out the political responsibility of the individual, and that it illustrates the example of a democracy at work, it becomes a sizable indication of audience receptivity towards the film's purpose.

The 'actual audience' scores especially well in this respect.

About half of the respondents give commendable replies with regard to the manner of presentation of the picture and only a negligible number, i.e. 5% say they liked nothing at all. (However, 10% among the 'special audience' say this.)

By and large, in this open-end inquiry the 'actual audience' seems to indicate more favorable reactions than can be found among the 'special audience.'

"What did you like about this film?"

SUMMARY TABLE

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|------------------------|-------------------------|
| <u>THEME AND CONTENTS:</u> | (72%) | (60%) |
| It advocates the unification of nations | 18) | 13) |
| It points out the political responsibility of the individual | 11) | 11) |
| It illustrates the example of a democracy at work as given by the U.S. | 9) | 4) |
| It provides insight into the historical development of the U.S. | 14 | 18 |
| The cobbler's struggle for existence and his rise in life | 13 | 11 |
| It demonstrates customs and border problems | 7 | 3 |
| <u>MANNER OF PRESENTATION:</u> | (53%) | (47%) |
| The humorous and popular way of presentation | 22 | 10 |
| The presentation of individual characters and scenes | 11 | 13 |
| The technical side of the film | 20 | 24 |
| <u>MISCELLANEOUS:</u> | (5%) | (11%) |
| <u>NO OPINION:</u> | (*%) | (3%) |
| <u>LIKED NOTHING AT ALL:</u> | (5%) | (10%) |
| | 135% [@] | 131% [@] |

* Less than one half of one per cent.

@ Some respondents gave more than one answer.

COMMENTS IN DETAIL ...

"What did you like about this film?"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|----------------------------|-----------------------------|
| <u>THEME AND CONTENTS</u> | (72%) | (60%) |
| <u>It advocates the unification of nations:</u> | 18 | 13 |
| "The people should settle all problems jointly for the purpose of maintaining peace - for this, the unification of Europe, including the East, is a basic requirement." | | |
| "All those small states were united in a federation - that's something that should serve as a model for all European nations." | | |
| "It taught me the lesson that all difficulties can be settled in a peaceful manner. The film inspires moviegoers to think about the idea of a world government." | | |
| "I wish that all nations in the world would follow the example of the U.S. as represented in this film. I liked this appeal for international understanding." | | |
| "The purpose of the film is to induce people to give up political selfishness for the common good. It's presented in a very easily comprehensible way." | | |
| <u>It points out the political responsibility of the individual:</u> | 11 | 11 |
| "The picture seeks to develop the citizen's sense of duty or, rather, to stir up a feeling of coresponsibility in the individual." | | |
| "It is instructive and particularly suitable for our present form of democracy, for a simple cobbler had the courage to take part in politics and to exercise an influence on public life." | | |
| "This one man stood up for the interests of the community. If more people would act as he did, it would be easier to get on in life." | | |
| <u>It illustrates the example of a democracy at work as given by the U.S.:</u> | 9 | 4 |
| "For a disciple of democracy it is especially interesting to learn about the structure of a democratic government. In this way the general public will be familiarized with the characteristic traits of democracy." | | |
| "It demonstrated the German inclination for political education by an example taken from history which serves also to explain the importance of basic political principles." | | |
| "First of all, it gave a clear and comprehensible illustration of the American Constitution. The political idea was well represented and easy to understand." | | |
| "They enlighten people about the basic law." | | |
| <u>It provides insight into the historical development of the United States:</u> | 14 | 18 |
| "In my opinion they succeed in awakening the broad public's understanding of the unification of the North American states." | | |
| "Through this film one wanted to show how the United States of America was founded." | | |
| "One could brush up one's knowledge of history." | | |

(Cont'd on next page)

(Cont'd from preceding page)

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|---|----------------------------|-----------------------------|
| <u>The cobbler's struggle for existence and his rise in life:</u> | 13% | 11% |
| "What they showed here was real freedom - how this simple man, one out of the masses of common people, held his ground so valiantly." | | |
| "How the simple artisan managed to become a delegate of his village, through his own initiative." | | |
| "A man of German origin succeeded in becoming a Congressman." | | |
| <u>It demonstrates customs and border problems:</u> | 7 | 3 |
| "It was instructive and made clear the many advantages which would result from the removal of the borders." | | |
| "I liked the end of it when it was shown how the cobbler travelled on business without being hampered by border or customs formalities." | | |
| "Because it shows how things really are - take the zonal borders of today and all that fuss about passes, and the like." | | |
| <u>MANNER OF PRESENTATION</u> | (53%) | (47%) |
| <u>The humorous and popular way of presentation:</u> | 22 | 10 |
| "I liked the manner of presentation. The historical development was illustrated in a very impressive and clever manner." | | |
| "Efforts are being made to present difficult problems in an understandable way so that they arrest people's interest." | | |
| "The very humorous way of presentation. It was generally understandable, and a comparatively small number of pictures sufficed to explain something that would otherwise have to be made clear by long-winded stories." | | |
| <u>The representation of individual characters and scenes:</u> | 11 | 13 |
| "I liked the different characters and the novelty of the figures." | | |
| "People were well characterized, especially the proud and haughty men." | | |
| "This man sitting there and whittling at his flute, that was the type of citizen who is rather indifferent and doesn't feel really interested in anything. This type was represented rather convincingly." | | |
| <u>The technical side of the film:</u> | 20 | 24 |
| "I liked the quick change of scenes; the artistic way of representation." | | |
| "The text was good." | | |
| "The music was good." | | |
| "There was a good combination of colors." | | |
| "The drawing technique was good." | | |
| "It was a new style of cartoons." | | |

(Cont'd on next page)

(Cont'd from preceding page)

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|----------------------------|-----------------------------|
| <u>MISCELLANEOUS</u> | (5%) | (11%) |
| "I liked the treatment of this subject as an analogue to European conditions." | | |
| "The plot wasn't far-fetched. There was a meaning in it." | | |
| "I'm a cobbler myself and I know how difficult it is to get the materials one needs." | | |
| <u>NO OPINION</u> | (*%) | (3%) |
| <u>LIKED NOTHING AT ALL</u> | (5%) | (10%) |
| "I didn't see anything positive in this film." | | |
| "Nothing at all, I was glad when it ended." | | |
| | <u>135%[@]</u> | <u>131%[@]</u> |

* Less than one half of one per cent.

@ Some respondents gave more than one answer.

ONE-FOURTH OF THE AUDIENCE HAVE NO CRITICISM TO OFFER ...

When queried as to what they especially did not like about the film, both the technical side and the contents come in for some criticism. Objections to both are about equally frequent among the 'actual audience'. But the 'special audience' reports considerably more technical shortcomings than dislike of the contents. Only some take issue with the film's theme.

Among the technical shortcomings of the picture, the length of the film and its unusual manner of presentation are most frequently mentioned.

"We are also interested in learning your criticism and would like to know what you did not especially like about this film?"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|----------------------------|-----------------------------|
| <u>COMMENTS CONCERNING THE CONTENTS</u> | (51%) | (44%) |
| A) General comments: | | |
| The boring contents | 11 | 13 |
| The political contents and the political tendency of the film | 8 | 4 |
| The subject isn't suitable for a cartoon | 7 | 4 |
| The over-simplification of the problems presented | 5 | 2 |
| B) Comments on specific items: | | |
| Criticism of the U.S. | 4 | 4 |
| The discord among the individual states | 2 | 1 |
| The frequent levying of duties | 2 | 1 |
| Some childish scenes | 2 | 1 |
| C) Other: | 10 | 14 |
| <u>COMMENTS CONCERNING TECHNICAL FEATURES</u> | (47%) | (61%) |
| The unusual manner of presentation | 14 | 12 |
| The length of the film | 10 | 33 |
| The unsatisfactory sound track | 7 | 5 |
| The poor colors | 6 | 5 |
| The sequence of the pictures | 2 | 2 |
| Technical shortcomings critical of the to U.S. | 2 | 1 |
| General technical shortcomings | 6 | 3 |
| <u>EVERYTHING LIKED</u> | (25%) | (22%) |
| <u>NO OPINION</u> | (2%) 125% [@] | (3%) 130% [@] |

@ Some respondents gave more than one answer.

COMMENTS IN DETAIL ...

"We are also interested in learning your criticism and would like to know what you did not especially like about this film?"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|---|----------------------------|-----------------------------|
| | (51%) | (44%) |
| <u>COMMENTS CONCERNING THE CONTENTS</u> | | |
| <u>The boring contents:</u> | 11 | 13 |
| "It wasn't exciting enough. I was bored. I want to see something thrilling in the movies." "To be quite frank, part of the film bored me." "The presentation of the various stages of the story wasn't lively enough to get people interested in the subject, especially those who don't care for politics." "It was boring in parts." "The film wasn't as interesting as other cartoons. To me the entire plot was boring." | | |
| <u>The political contents and the political tendency of the film:</u> | 8 | 4 |
| "Politics don't belong in a movie theater. The political tendency of the film was too strong." "The film had a political tendency and I am not interested in politics." "The political tendency. If politics is fed to me in the movies, especially in a cartoon, I get mad." "That film was used for propaganda." | | |
| <u>The subject isn't suitable for a cartoon:</u> | 7 | 4 |
| "If they want to show a film treating such a theme, they shouldn't present it as a cartoon, but as a real feature film, because the subject is a serious one." "A cartoon as a political film! It couldn't be good. They should have made it a real feature." "One shouldn't try to give a funny version of a serious topic." | | |
| <u>The over-simplification of the problems presented:</u> | 5 | 2 |
| "A rather too naive presentation for grownups. It would be better to show this film in schools. The problems are simplified enough to be easily understood by children." "The standard is perhaps just a little too low." "Everything was presented in too simple a way." | | |
| <u>Criticism of the U.S.:</u> | 4 | 4 |
| "It was typically American. The film is another example of how the Americans enjoy preaching." "The political line was silly. It ran 'We in the States have already achieved so much and you in Europe can't get anything done!'." | | |

(Cont'd on next page)



(Cont'd from preceding page)

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|----------------------------|-----------------------------|
| <u>The discord among the individual states:</u> | 2% | 1% |
| "The only part I didn't like was when the individual states quarrelled with each other, and then made up afterwards anyhow." | | |
| "When they couldn't come to terms about the borders." | | |
| <u>The frequent levying of duties:</u> | 2 | 1 |
| "He first fetched the leather and later on was stopped at every border control point. He had to pay duties everywhere." | | |
| "The constant demand for payment of duties at the border." | | |
| "That he had to pay duties for his flour every time he crossed the customs barriers." | | |
| <u>Some childish scenes:</u> | 2 | 1 |
| "Some details were silly. When the shoemaker said good-bye to his family, everybody in the scene behaved funny." | | |
| "The setting - the scene of the unveiling of the monument was ludicrous in parts. The speaker, for instance, acted silly during the unveiling." | | |
| <u>Other:</u> | 10 | 14 |
| "They should have shown more of Schuler's family. I would have liked to know whether he married an American girl or whether he took a German wife with him." | | |
| "You couldn't see how he met his wife. She just turned up." | | |
| "The film lacked unity of action. From the personal sphere of family life the film suddenly switched to the impersonal sphere of government routine." | | |
| "The film presented things that are generally known." | | |
| <u>COMMENTS CONCERNING TECHNICAL FEATURES</u> | (47%) | (61%) |
| <u>The unusual manner of presentation:</u> | 14 | 12 |
| "I didn't like the figures. They didn't look real people," | | |
| "The three men on those pieces of land struck me as rather funny. Perhaps this part could have been presented in some other way." | | |
| "I didn't like those artificial figures and the scenery was too unreal." | | |
| "I didn't like the clumsy movements of the people and the animals." | | |
| "The movements were too jerky, but I suppose it can't be done in any other way." | | |
| <u>The length of the film:</u> | 10 | 33 |
| "It was too long and too boring. You had to wait too long for the main feature." | | |
| "Toward the end I found it a bit boring. For a short film, the film was too long." | | |
| "It should have been shorter. A few scenes which were repeated without any variations could have been left out." | | |
| "In my opinion, it was a little tiring for most people. A so-called short film - as the name tells you - should not exceed a certain maximum length, especially if the film is in the political line. It should stimulate and impress the public and not tire them." | | |

(Cont'd on next page)



(Con't from preceding page)

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|----------------------------|-----------------------------|
| <u>The unsatisfactory sound track:</u> | 7% | 5% |
| "It's merely a technical matter, but the synchronization could have been better." | | |
| "I can't say much about it, but perhaps the speaker talked a little too fast." | | |
| "Above all, everything was so silent. The figures didn't talk in the film." | | |
| "It would have been more pleasant if the different figures would have talked them- selves." | | |
| <u>The poor colors:</u> | 6 | 5 |
| "The colors were a little too flashy. They hurt my eyes." | | |
| "In my opinion, the combination of colors wasn't good." | | |
| "In my opinion, the coloring was exaggerated." | | |
| "The colors didn't harmonize as they did in the main feature." | | |
| <u>The sequence of the pictures:</u> | 2 | 2 |
| "The sequence of cartoons was reeled off too fast." | | |
| "The individual scenes didn't come off too well. The whole thing was a bit too jerky." | | |
| "The changes were sometimes too abrupt." | | |
| <u>Technical shortcomings critical of the U.S.:</u> | 2 | 1 |
| "It's an American film. Everything is too crude, the figures and the rest. Mickey-Mouse would have been better." | | |
| "The American make up of the film, especially the cartoons." | | |
| <u>General technical shortcomings:</u> | 6 | 3 |
| "The cartoons weren't done carefully enough." | | |
| "I didn't like the make up of the film too much." | | |
| "The technical side of the production." | | |
| <u>EVERYTHING LIKED</u> | (25%) | (22%) |
| "To be frank, I was keenly enthusiastic about this film. I found nothing to criticize." | | |
| "I liked it from start to finish." | | |
| "I liked everything." | | |
| "I can say nothing against this film." | | |
| "There is nothing to criticize. I liked that film." | | |
| <u>NO OPINION</u> | (2%) 125% ^③ | (3%) 130% ^② |

② Some respondents gave more than one answer.

AUDIENCE CONSIDERS FILM CONVINCING AND OF CURRENT INTEREST ...

When the two audience samples were presented a card with a mixture of favorable and unfavorable attributes listed about the film - current significance, interesting appeal and convincing effect were most frequently attributed to the short feature.

"In the following we have listed a few opinions which could be expressed concerning this film. Which of them comes closest to your personal feeling?" (CARD)

| | <u>TOTAL</u> Combined Audiences (785) |
|-------------------------------------|--|
| The film is of current significance | 35% |
| The film is too political | 15 |
| The film is unbelievable | 2 |
| The film is convincing | 31 |
| The film is encouraging | 18 |
| The film is pedantic | 12 |
| The film is too propagandistic | 16 |
| The film is objective | 26 |
| The film is too trashy | 3 |
| The film is nice and appealing | 26 |
| The film is interesting | 39 |
| The film is boring | 15 |
| No opinion/None of them applies | 1 239% [@] |

FAVORABLE ATTRIBUTES OUTRANK UNFAVORABLE ONES BY FAR ...

As the following table shows, the favorable points outnumber the adverse attributes by a ratio of about three to one.

Among the unfavorable statements about the film, the attributes 'too propagandistic,' 'too political,' and 'boring' appear most often. Only one in fifty (2%) calls the film 'unbelievable.' Of particular interest is the relative acceptance of the contrasting statements indicated in the table below.

| <u>Combined Audiences</u> | | | |
|-----------------------------|-------------------|-------------------------------|------------------|
| <u>Favorable Attributes</u> | | <u>Unfavorable Attributes</u> | |
| <u>The film is:</u> | | <u>The film is:</u> | |
| Interesting | 39% | Too propagandistic | 16% |
| Of current significance | 35 | Too political | 15 |
| Convincing | 31 | Boring | 15 |
| Objective | 26 | Pedantic | 12 |
| Nice and appealing | 26 | Too trashy | 3 |
| Encouraging | 18 | Unbelievable | 2 |
| | 175% [@] | | 63% [@] |

[@] Some respondents mentioned more than one attribute.

GREAT MAJORITY WOULD RECOMMEND 'TOM SCHULER' TO FRIENDS ...

Another test of appeal is the readiness to recommend the film to others. On this point also, 'Tom Schuler' does very well, since the great bulk of the audience (almost three quarters - 71% - among the 'actual audience' and about two-thirds - 64% - of the 'special audience') express their readiness to recommend the film to others. Only one-fourth (26%) of the 'actual audience' and a third (33%) of the 'special audience' sample declined to recommend it.

While men. are more inclined to recommend 'Tom Schuler' to their friends and colleagues than are women, the better educated people among the audience are less inclined than are those not as well educated to recommend the film.

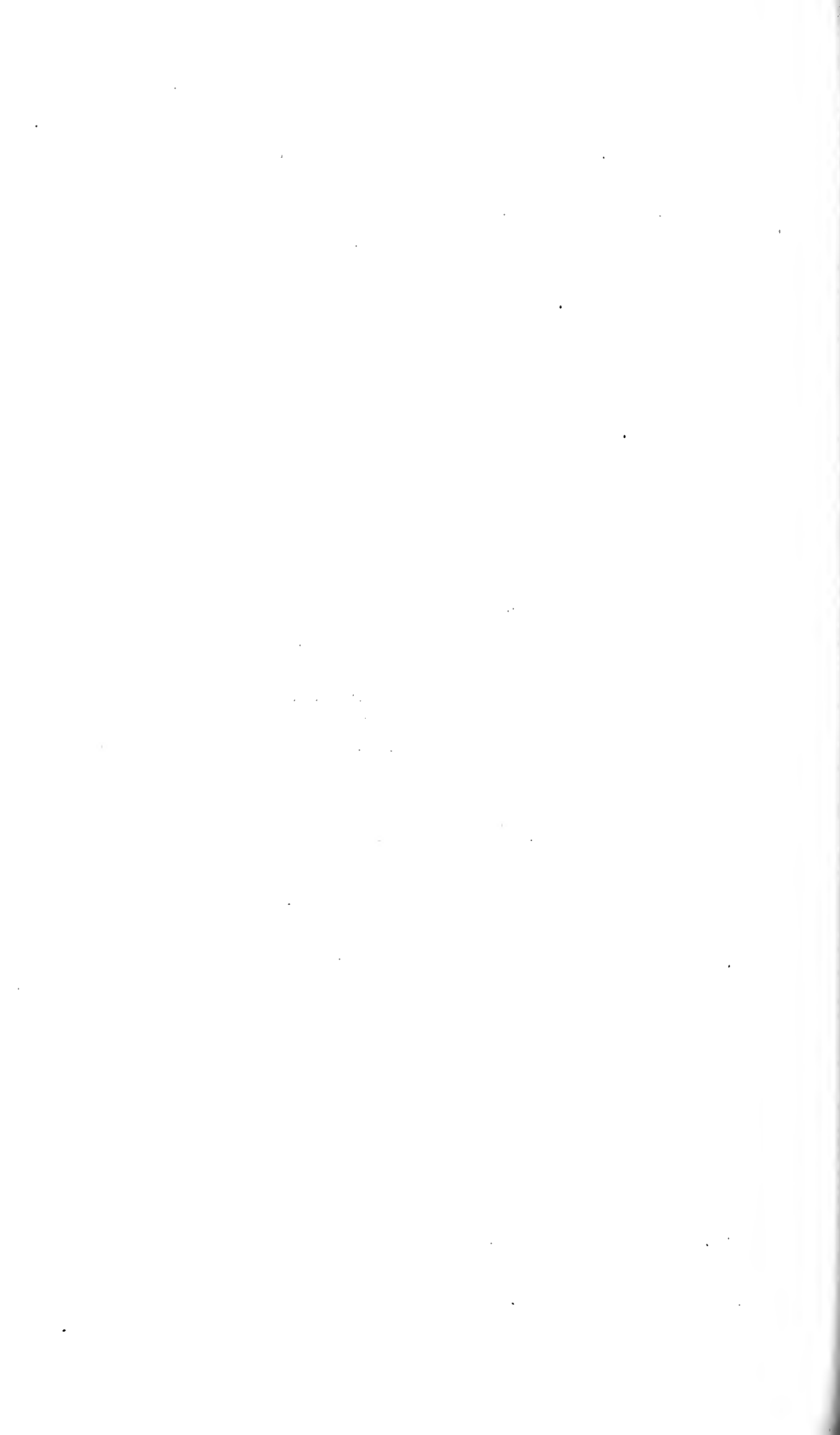
"Would you recommend this short feature to your friends, acquaintances or colleagues as a film one ought to see or would you not?"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|-------------------------|------------------------|-------------------------|
| Yes, would recommend | 71% | 64% |
| No, would not recommend | 26 | 33 |
| Undecided | <u>3</u> | <u>3</u> |
| | 100% | 100% |

| | <u>Combined Audiences</u> | | | |
|-------------------------|---------------------------|--------------------------|--------------------------|-------------------------|
| | <u>TOTAL</u> | <u>Elementary school</u> | <u>Beyond elementary</u> | <u>Men</u> <u>Women</u> |
| Yes, would recommend | 67% | 70% | 62% | 70% 63% |
| No, would not recommend | 30 | 27 | 34 | 26 34 |
| Undecided | <u>3</u> | <u>3</u> | <u>4</u> | <u>4</u> <u>3</u> |
| | 100% | 100% | 100% | 100% 100% |

In a further investigation of audience reaction, a series of unfavorable contentions about the film a series of unfavorable contentions was presented, followed by a series of favorable contentions to which the respondents were instructed to indicate agreement - in whole or in part - or disagreement. In interpreting the results of such an inquiry, it is important to understand that the method is somewhat suggestive and is hence likely to err on the side of exaggerating the extent of criticisms or support.

Despite this fact, valuable conclusions can be drawn if the circumstances are such that certain particular patterns of results obtain either a) small acceptance of negative comments or b) small acceptance of positive comments. In the first case, one can draw a firm favorable conclusion because in spite of whatever suggestion is existent, criticism is still small. In the second case, one can draw a definite unfavorable conclusion because in spite of favorable suggestion favorable responses are few.



Therefore any notable absence of criticism on particular points warrants firm conclusions, but any notable presence of criticism, while useful for guidance, should not be considered to be entirely equivalent to a less suggestive type of evaluation.

Fortunately, the returns in the present study did fall into such patterns as permit conclusions.

NO SINGLE CRITICISM ELICITS MAJORITY CONCURRENCE ...

Study of the results tabulated below reveals, first, that most of the audience (more than 90% on the average) are generally inclined to take a stand on every possible critical and favorable contention offered. Secondly, no criticism among those suggested appears to be subscribed to by a majority of the audience. An additional and important indication that emerges from the tabulations is that despite the suggestiveness of the present approach, with one exception a majority actually rejects unfavorable statements offered.

"One sometimes hears unfavorable remarks about the short feature 'Tom Schuler.' We have collected a few of these remarks and would like to know with which of these you would fully agree, with which largely and with which you agree a little or not at all?"

| | <u>Combined Audiences</u> | | | | |
|---|---------------------------|----------------|-----------------|-------------------|-------------------|
| | <u>Fully</u> | <u>Largely</u> | <u>A little</u> | <u>Not at all</u> | <u>No opinion</u> |
| The film oversimplifies matters and was, considering the historical facts, too shallow | 9% | 12% | 26% | 42% | 11%...100% |
| The theme of the film is too one-sidedly American and is of little interest to people over here | 11 | 11 | 24 | 51 | 3 |
| The film strikes one as contrived and untrue. You could notice that it was propaganda | 8 | 7 | 20 | 60 | 5 |
| The film was too political. At least when going to the movies one doesn't want to see or hear anything about politics | 11 | 6 | 17 | 62 | 4 |
| The film was too trashy and trifling | 5 | 3 | 10 | 78 | 4 |



Sizable numbers accepted the positive comments that were advanced. Therefore it was deemed advisable not to draw conclusions from the table below. The returns to the positive-statement-inquiry are presented, however, since some of the particular findings are not without interest despite the limitations of the approach.

"And now we have collected some favorable remarks about the film and would again like to know with which of these you would fully agree, with which largely, and with which you would agree a little or not at all?" (CARD)

| | <u>Combined Audiences</u> | | | | |
|--|---------------------------|----------------|-----------------|-------------------|-------------------|
| | <u>Fully</u> | <u>Largely</u> | <u>A little</u> | <u>Not at all</u> | <u>No opinion</u> |
| The film presents a good example on how to overcome disunity between peoples and nations | 73% | 16% | 5% | 3% | 3%...100% |
| The film unobtrusively informed one about the differences between particularism and federalism | 59 | 19 | 10 | 6 | 6 |
| The film is quite interesting because conditions in America at that time remind you of our present situation | 58 | 19 | 12 | 6 | 5 |
| One should show more films of this kind which inform people politically in such a simple and pleasant manner | 53 | 16 | 14 | 12 | 5 |
| The film was clear and impressive representation of historical events | 42 | 23 | 13 | 6 | 16 |

Section 3: Reactions to the Technical Presentation of the Film

The film's technical presentation is an important aspect in evaluating audience reactions, since the picture uses modern art forms in drawings, colors, tricks, and the like.

METHOD OF PRESENTATION THROUGH USE OF COLORED CARTOON HIGHLY APPRECIATED ...

About three-fourths of the audience reacted favorably to the method of presentation of the subject film, while a quarter said they did not like it.

"Did you like the method of presentation through use of a colored cartoon film or did you not like this method so much?"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|------------------------|------------------------|-------------------------|
| Liked it | 76% | 73% |
| Didn't like it so much | 23 | 26 |
| No opinion | 1 | 1 |
| | <u>100%</u> | <u>100%</u> |

LARGE MAJORITIES INDICATE PARTICULAR LIKING OF TECHNICAL DETAILS
(EXCEPT MUSIC) ...

When the respondents were asked whether they particularly liked or disliked the various technical details of this short feature, the drawings, the colors, the text and the speaker were all rated very highly. Only a third particularly liked the music. It was not that people actually disliked the music, but rather that most people did not take a stand at all.

"It would be nice if you would tell us more about various details of this short feature, for instance, what you particularly liked, or disliked?"

| | <u>Actual Audience</u> | | |
|--|---------------------------|------------------------------|---|
| | <u>Liked particularly</u> | <u>Disliked particularly</u> | <u>Can't say anything special/ No opinion</u> |
| For instance, did you particularly like or dislike the drawings? | 70% | 13% | 17%...100% |
| And how about the colors? | 71 | 15 | 14 |
| And the music? | 33 | 6 | 61 |
| And the text? | 79 | 8 | 13 |
| And the speaker? | 85 | 6 | 9 |

| | <u>Special Audience</u> | | |
|--|---------------------------|------------------------------|---|
| | <u>Liked particularly</u> | <u>Disliked particularly</u> | <u>Can't say anything special/ No opinion</u> |
| For instance, did you particularly like or dislike the drawings? | 63% | 12% | 25%...100% |
| And how about the colors? | 65 | 16 | 19 |
| And how about the music? | 41 | 5 | 54 |
| And the text? | 76 | 2 | 22 |
| And the speaker? | 88 | 1 | 11 |

III. Comprehension and Impact

By describing the development of the United States from thirteen separate states, the adoption of the Constitution and Bill of Rights, the film intends to stimulate a discussion of the possibilities of a United Europe. Europe today faces similar problems, such as guarded borders, customs control, different currencies, nationalistic feelings, and the like. The film is built around a legendary figure in U.S. history, the immigrant cobbler Tom Schuler who learns that by public service he can contribute to good government. The film also carries the message that every citizen has political responsibilities and therefore, should not be indifferent toward the policy of his country, but should help to promote the common welfare.

ALMOST EVERYONE HAS SOME COMPREHENSION OF THE THEME ...

Judging from the reaction of the audiences, the theme was not too subtle or difficult to grasp for the average movie-goer because almost everyone knew enough about the message of the film. Actually, the theme is understood partially or clearly by more than 90% of the spectators.

The results tabulated below in a summary table show further that most people clearly comprehended the theme. Compared with previous studies of the same kind, this is outstandingly high and indicates great success for the picture in regard to its comprehensibility.

As one might expect, clear comprehension of the message is most reflected among men and among the better educated segments of the audience.

"In your opinion, what did this short feature intend to convey? (What was the message of the film?)"

Summary Table

| | <u>TOTAL</u> | <u>Combined Audiences</u> | | | |
|------------------------------|--------------|---------------------------|--------------------------|-------------|--------------|
| | | <u>Elementary school</u> | <u>Beyond elementary</u> | <u>Men</u> | <u>Women</u> |
| Clear comprehension of theme | 51% | 49% | 58% | 50 | 51% |
| Some comprehension of theme | 41 | 41 | 37 | 42 | 40 |
| No comprehension of theme | 8 | 10 | 5 | 8 | 9 |
| | <u>100%</u> | <u>100%</u> | <u>100%</u> | <u>100%</u> | <u>100%</u> |

"In your opinion, what did this short feature intend to convey? (What was the message of the film?)"

| | Combined Audience (785) | Actual Audience (400) | Special Audience (385) |
|--|-------------------------------|-----------------------------|------------------------------|
| <u>CLEAR COMPREHENSION OF THEME</u> | (69%) | (64%) | (74%) |
| The idea of unity and cooperation between nations following the example of the U.S. | 39 | 32 | 47 |
| The political responsibility of every citizen, with the U.S. serving as an example | 11 | 15 | 7 |
| The advantage of uniting Europe, following the example of the U.S. | 17 | 15 | 18 |
| The parallel between our present situation and the condition that formerly existed in the U.S. | 2 | 2 | 2 |
| <u>SOME COMPREHENSION OF THEME</u> | (56%) | (56%) | (57%) |
| The historical development of the U.S. | 19 | 19 | 18 |
| The possibility of reaching a higher standard of living by abolishing borders and customs, following the example set by the U.S. | 20 | 18 | 23 |
| The nature and the advantage of the American democratic system | 7 | 10 | 5 |
| The necessity of German reunification | 10 | 9 | 11 |
| <u>NO COMPREHENSION OF THEME</u> | (11%) | (13%) | (8%) |
| Everybody can succeed by his own strength | 3 | 6 | 1 |
| Other answers | 5 | 4 | 5 |
| No opinion/No answer | 3 | 3 | 2 |
| | <u>136%</u> [©] | <u>133%</u> [©] | <u>139%</u> [©] |

© Some respondents gave more than one answer.

COMMENTS IN DETAIL ...

"In your opinion, what did this short feature intend to convey? (What was the message of the film?)"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|------------------------|-------------------------|
|--|------------------------|-------------------------|

CLEAR COMPREHENSION OF THEME

(64%)

(74%)

The idea of unity and cooperation between nations following the example of the U.S.:

32

47

"It intended to demonstrate the idea of unity and cooperation between nations. The message was that the nations should unite."

"First of all the film illustrated the development of the United States, and then it adequately expressed the idea that all nations should unite."

"The motive behind the film was to bring home to people that all countries should be free and should unite in freedom."

"I believe it meant to draw a parallel to our times. There is so much discord among nations nowadays and people care for nothing but their own interests."

"Their message to us was that things would be better here if we, too, would unite."

"This should serve as an example of the fact that the political and economic power of the individual nation increases if it joins forces with others who share its convictions."

"In the final analysis, people were convinced of the advantages of the federalistic system. The nations should get together and unite."

The political responsibility of every citizen, with the U.S. serving as an example:

15

7

"The intention was to stir a sense of duty in the citizen, or, to put it differently, it appeals to the sense of responsibility of the individual. It meant to make clear to the common man that he, too, is responsible for the policy of his country."

"It meant to show that every citizen has political responsibility."

"The plain citizen should not be indifferent towards the policy of his country but should help, if he can, to improve conditions."

"Modern youth should also take part in political life, and should not simply accept things as they are."

"It was a challenge to people to take an interest in things and defend their convictions by taking part in public life."

"The main purpose was to tell people that everybody should exercise his right of free expression of opinion."

"Personal sacrifices of individuals help to promote the common welfare."

(Cont'd on next page)

(Cont'd from preceding page)

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|----------------------------|-----------------------------|
| <u>The advantage of uniting Europe, following the example of the U.S.:</u> | 15% | 18% |
| "It would be good to create a United States here, too, a united Europe." | | |
| "It would be possible - if there is good will - to create a similar unity in Europe, although our situation here is different." | | |
| "The film intended to show us the goal we should try to reach. It also meant to tell us that more could and should be done to bring about the unifi- cation of Europe." | | |
| "The strong desire that Europe, too, should unite and finally become one nation." | | |
| "Unity based on equality offers many advantages, whereas particularism means stagnation. In other words, a united Europe would be much stronger." | | |
| "This film intended to propagate the unification of Europe. They meant to show us that we too would be better off if unification could be brought about!" | | |
| "The intention was to demonstrate the advantages a unification of the European countries would offer." | | |

| | | |
|---|---|---|
| <u>The parallel between our present situation and the condition that formerly existed in the U.S.:</u> | 2 | 2 |
| "We are in the same position as people in the U.S. used to be in the past." | | |
| "People should learn how things used to be in the past and how they are today. America should serve as an example." | | |
| "In my opinion, it was intended to point out to us that our situation is the same as that of the Ameri- cans before they united." | | |

| | | |
|---|-------|-------|
| <u>SOME COMPREHENSION OF THEME</u> | (56%) | (57%) |
| <u>The historical development of the U.S.:</u> | 19 | 18 |
| "It intended to illustrate the historical back- ground of America." | | |
| "It intended to show us how the governmental system of the U.S. was established." | | |
| "The intention was to give an introduction into American history." | | |
| "The film meant to tell us in a light conversational tone how the U.S. was founded in spite of initial difficulties." | | |
| "The historical development from particularism to the federation of the United States was shown by giving concrete examples from the life of the citizens." | | |
| "It meant to inform us about the Constitution - how the American Constitution was created." | | |
| "It showed what it was like in America in the be- ginning: Much discord between the states had to be overcome before unity was finally achieved. America has now become a powerful state." | | |

(Cont'd on next page)

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|---|----------------------------|-----------------------------|
| <u>The possibility of reaching a higher standard of living by abolishing borders and customs, following the example set by the U.S.:</u> | 18% | 23% |
| "A supranational union offers wealth and peace to the member nations, while insecurity and poverty threaten those who do not unite." | | |
| "It is better if many states unite, then the economy will experience a boom and people will prosper." | | |
| "A nation that isn't hemmed in by borders can lead a better life. We here should follow the example of America." | | |
| "The nations should unite - the result would be a stable currency and lower prices." | | |
| "Patriotism is not what matters but a sound economy is." | | |
| "Customs barriers are an obstacle to economic development." | | |
| "The aim of negotiations should be to abolish customs and borders in order to promote trade." | | |
| <u>The nature and advantage of the American democratic system:</u> | 10 | 5 |
| "They wanted to point out the advantages of the democratic system of government." | | |
| "It meant to demonstrate a democratic system of government which embraces all social classes." | | |
| "The structure of a good democratic system." | | |
| "The idea was to explain to the average citizen the judicial system of a democracy. I mean, the laws and the Constitution." | | |
| <u>The necessity of German reunification:</u> | 9 | 11 |
| "It was meant to serve as information for the German people to promote reunification." | | |
| "Germany must be reunited." | | |
| "The reunification of Germany should be brought about." | | |
| "It was meant to pave the way for reunification of East and West Germany." | | |
| <u>NO COMPREHENSION OF THEME</u> | (13%) | (8%) |
| <u>Everybody can succeed by his own strength:</u> | 6 | 1 |
| "Even a common man can be successful if he is ambitious and works hard." | | |
| "Everybody can get on in life under his own steam. The film is meant to serve as a lesson to skeptics and pessimists." | | |
| "The simple shoemaker found a new home and worked his way up from the bottom and finally became a delegate." | | |
| "Even plain people may get on in life and really achieve something." | | |
| <u>Other answers:</u> | 4 | 5 |
| "Red-tape is no good." | | |
| "Even in other countries it isn't easy to establish a business. Conditions in the United States at that time were more backward than here." | | |
| "If a person wants to immigrate today, he must not expect America to be Utopia. The shoemaker had a hard time making a living at first." | | |
| <u>No opinion/No answer:</u> | 3 133% | 2 139% |
| C Some respondents gave more than one answer. | | |



FILM REMINDED GREAT BULK OF AUDIENCE OF EUROPEAN SITUATION ...

About eight out of ten respondents (altogether 81% of the combined audiences) reported that the film reminded them of the present situation and circumstances here in Europe. While there are no differences between men and women, a significantly higher percentage among the more sophisticated attendees (people with better education) replied in the affirmative to the questions than did so among the less educated. The 'special audience' associated the film **story** more with the present European situation than was true among the actual attendees.

"Did the film in some way remind you of our situation here in Europe?"

| | <u>Combined Audiences</u> | | | | |
|-----------|---------------------------|--------------------------|--------------------------|-------------|--------------|
| | <u>TOTAL</u> | <u>Elementary school</u> | <u>Beyond elementary</u> | <u>Men</u> | <u>Women</u> |
| Yes | 81% | 76% | 91% | 82% | 81% |
| No | 18 | 23 | 9 | 17 | 19 |
| No answer | 1 | 1 | * | 1 | * |
| | <u>100%</u> | <u>100%</u> | <u>100%</u> | <u>100%</u> | <u>100%</u> |

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|-----------|------------------------|-------------------------|
| Yes | 77% | 87% |
| No | 22 | 13 |
| No answer | 1 | - |
| | <u>100%</u> | <u>100%</u> |

FILM STORY ASSOCIATED MOST WITH DISUNITY AMONG EUROPEAN NATIONS AND RESULTING ECONOMIC DISADVANTAGES ...

"In what way did this film remind you of our situation here in Europe?" (Asked of those saying film reminded them of situation in Europe.)

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|------------------------|-------------------------|
| <u>The film reminds one of the disunity among the European nations and the economic disadvantages resulting from it:</u> | 29% | 21% |

"The film reminds one of the European situation - a great number of disunited, small countries, flourishing particularism and red tape."

"We know such disunity by our own experience. The present situation in Europe is the same as in America before the Union came into being. The complicated import regulations, the confusion about the exchange of money, still exists in Europe."

"The film reflected the existing disunity among the European nations. I thought of the duty you have to pay at the border for imported goods."

"The situation shown in this film reminds you of European conditions - different currencies, tariff barriers and things like that."

* Less than one half of one per cent.

(Cont'd on next page)

(Cont'd from preceding page)

Actual Audience Special Audience

The film reminds one of divided and dismembered Germany:

24%

47%

"The situation described is almost the same as over here. East and West Germany are divided and the territories East of the Oder/Neisse line are cut off."

"Watching this film, the idea occurred to me that conditions over here are much the same as in America then. If the East Zone and the Saar District would be incorporated again, Germany would become more powerful, and its word would weigh more heavily."

"The drawing showing the three men reminded me of the partitioning of Germany."

The film evokes the idea of a United Europe:

20

18

"The film reminded me of the idea of a United Europe. The American example encourages the trend towards a United Europe."

"The film makes it clear that unification of Europe is necessary."

"If the European nations would decide to abandon some of their national interests, we could come to a union like that of the United States of America."

The film reminds one of the political tensions between East and West:

5

2

"I couldn't help thinking of the present quarrel between East and West. The leaders of the nations should listen to reason and come to terms at last."

"I had to think of the differently oriented policies pursued by East and West."

"The film reminded me of the Geneva conference, and the rearmament program that has been taken up again - the situation resembles that in Geneva: never-ending polemics, no agreements."

The film reminded one of the limited prospects for a social rise in Europe:

1

1

"It's the same over here: The common people have to work hard, while the upper ten take off the cream."

"The film reminded me of the refugees who have to start from scratch again."

"The going is also rough for the small people in Germany. It takes a long time until they have arrived."

Other and general answers:

4

2

"We are learning the democratic rules now. We are taught how to participate in governing, and that we have to share the responsibility."

"The film showed that the younger generation stands up for the case of peace."

"Yes, but in a rather negative sense. The German people didn't undergo such instructive experiences as would have helped us to form a sound political basis. We paid for the lack of such a basis with blood and tears."

No opinion/No answer:

1
84%[@]

1
92%[@]

@ Some respondents gave more than one answer.

MOST SPECTATORS THINK THE FILM CONTRIBUTES TOWARD PROMOTION OF EUROPEAN INTEGRATION ...

Another inquiry posed to both audience samples was the extent to which the film's spectators think that 'Tom Schuler' promotes the idea of European integration. Fully three quarters of the respondents (74%) feel that it contributes 'somewhat' or 'largely' toward the idea of European unity.

While no differences are revealed between the two test audiences and between the better and less educated viewers, there is a distinct difference in the reactions of men and women, i.e. a greater proportion of the men in the audience thinks the film supports the European idea.

"Do you believe that a film like this one about 'Tom Schuler' contributes toward promoting the idea of a unification of Europe? (Contributes largely, somewhat or hardly?)"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|-------------------------------|------------------------|-------------------------|
| Contributes largely | 27% | 34% |
| Contributes somewhat | 46 | 41 |
| Hardly contributes | 14 | 13 |
| No, doesn't contribute at all | 9 | 9 |
| No opinion | 4 | 3 |
| | 100% | 100% |

| | <u>TOTAL</u> | <u>Elementary school</u> | <u>Beyond elementary</u> | <u>Men</u> | <u>Women</u> |
|-------------------------------|--------------|--------------------------|--------------------------|------------|--------------|
| Contributes largely | 30% | 34% | 24% | 33% | 27% |
| Contributes somewhat | 44 | 40 | 49 | 45 | 42 |
| Hardly contributes | 14 | 14 | 15 | 13 | 15 |
| No, doesn't contribute at all | 9 | 8 | 10 | 7 | 11 |
| No opinion | 3 | 4 | 2 | 2 | 5 |
| | 100% | 100% | 100% | 100% | 100% |

Again basic attitudes towards the idea of European unity largely determine reactions to the above inquiry. The correlation is shown below.

| | <u>For European integration</u> | <u>For idea, but American example not applicable to Europe</u> | <u>Against European integration</u> | <u>Un-decided</u> | <u>No opinion</u> |
|----------------------|---------------------------------|--|-------------------------------------|-------------------|-------------------|
| Contributes largely | 40% | 21% | 8% | 10% | -% |
| Contributes somewhat | 44 | 45 | 41 | 21 | 21 |
| Hardly contributes | 14 | 31 | 39 | 69 | 29 |
| No opinion | 2 | 3 | 12 | - | 50 |
| | 100% | 100% | 100% | 100% | 100% |

THREE-FOURTH REGARD 'TOM SCHULER' AS IMPORTANT FOR GERMANY ...

Another test of impact is the importance people place in the presentation of such a film here in Germany at the present time. Again a great majority of all groups (about three-fourths) consider it important that 'Tom Schuler' be shown here. The men, and the better educated respondents score highest in this respect.

"Quite apart from whether you liked the film 'Tom Schuler' or not, do you personally regard it as important that such films are nowadays shown in Germany or don't you regard it as so important?"

| | | Actual Audience | Special Audience | | |
|------------------|-------|--------------------|-------------------|------|-------|
| Important | | 75% | 76% | | |
| Not so important | | 19 | 17 | | |
| No opinion | | 6 | 7 | | |
| | | 100% | 100% | | |
| | | Combined Audiences | | | |
| | TOTAL | Elementary school | Beyond elementary | Men | Women |
| Important | 76% | 73% | 81% | 78% | 72% |
| Not so important | 18 | 19 | 15 | 18 | 18 |
| No opinion | 6 | 8 | 4 | 4 | 10 |
| | 100% | 100% | 100% | 100% | 100% |

THE FILM'S STIMULATING EFFECT ON EUROPEAN INTEGRATION LEADING REASON FOR IMPORTANCE ...

Among the leading reasons why a film such as 'Tom Schuler' is considered worthwhile showing here in Germany at the present time, is its significance with regard to European integration, and its stimulating effect on people's political interest. Another important answer points at the educational value of the picture for young people.

"Quite apart from whether you liked the film 'Tom Schuler' or not, do you personally regard it as important that such films are nowadays shown in Germany or don't you regard it as so important?"

IF "Important":

"For what reasons do you regard it as important?"

| | Actual Audience | Special Audience |
|--|-----------------|------------------|
| <u>Because the film points to the possibility and the importance of unifying Europe:</u> | 21% | 27% |
| "Because it serves to inform people on how the American Union was founded and this may serve as an example for the unification of Europe." | | |
| "All people should understand that everybody's help is needed to bring about the unification of Europe." | | |
| "It is important in order to promote the unification of Europe. Such films show clearly that a unification of Europe is vital. If films such as this were shown more frequently they would help to promote understanding between nations." | | |

(Cont'd on next page)

(Cont'd from preceding page)

| <u>Actual</u> <u>Audience</u> | <u>Special</u> <u>Audience</u> |
|----------------------------------|-----------------------------------|
|----------------------------------|-----------------------------------|

"It makes clear that Germany should contribute toward the unification of Europe and do away with borders. Our situation is the same as that shown in the film."

Because the film is instructive and educational and offers an insight into U.S. history:

21%

24%

"Because people who wouldn't seek information on their own can be made familiar with these matters in a casual manner."

"Above all, because young people may learn how the poor used to live in those days, so that those bad times will never return."

"This film is better than a Westerner. It is more instructive and it is especially important for young people because they imagine that America is a paradise, and that isn't true. It isn't all that easy to make a living over there."

"It gives young people a rough outline of American history. This is valuable for the majority of moviegoers."

"The history of America is not widely known. As the film was easy to understand, all could grasp the meaning."

Because the film offers political information and stimulates interest in politics:

19

18

"Because more people may take an interest in political affairs and may understand things better than if they were told about them at a political meeting."

"The common man thinks 'don't bore me with politics.' Now in this way he is forced to take a stand. A great many people go to the movies, and the film may appeal to all these."

"Because this is an impressive way of drawing people's attention to their rights and duties as citizens of a democratic state."

Because the film suggests that the disruption of Germany should be overcome:

10

12

"The cleavage of Germany is the main reason. Most people who live here in the West are not interested in this problem. In this way they can be made to understand the disadvantage of zonal borders."

"It is necessary to keep reminding people of the division of Germany. This film does it in a nice way. Some people are apt to forget a border runs right through the heart of Germany."

"Because it shows that U.S.A. has united, too. This may serve as an example to the Germans."

Because the film reveals similarities to our situation:

5

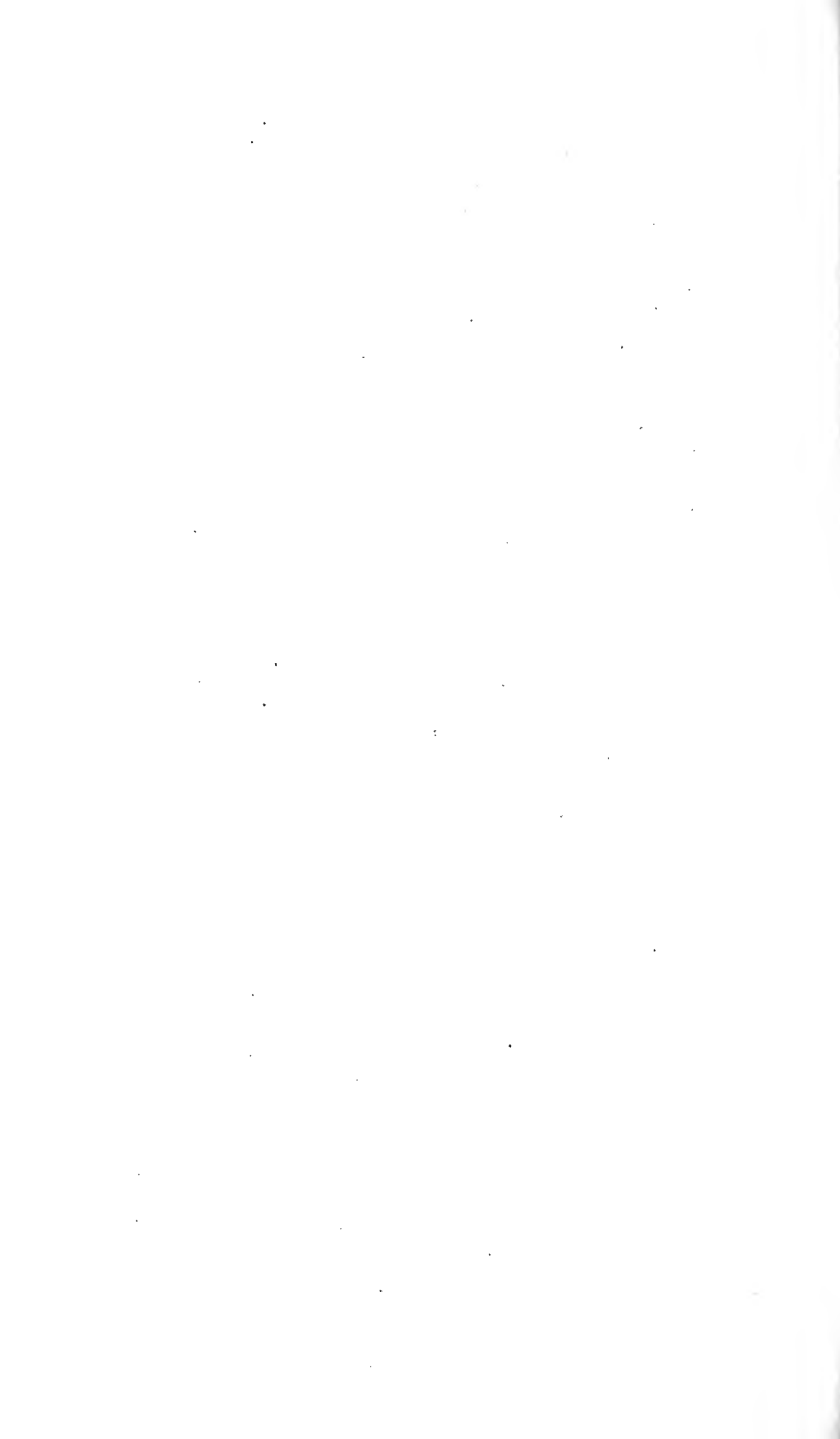
6

"It was important in order to make more people realize the parallels that exist between our situation and that in the film."

"Because it is relevant to our times, I mean, of course, to Germany, above all."

"Because we must be reminded of our situation again and again - Europe and West Germany."

(Cont'd on next page)



(Cont'd on next page)

| <u>Actual Audience</u> | <u>Special Audience</u> |
|----------------------------|-----------------------------|
|----------------------------|-----------------------------|

Because the film is a warning against war and hatred among the nations:

4%

1%

"It stops people in Europe from thinking of war and furthers the idea of unity."

"If more such films were shown, it would be easier and take less time to firmly instill the idea of lasting peace in people."

"It helps to convince young people of the necessity of overcoming hatred. Wars can be avoided if people show good will."

Other answers:

2

6

"Above all, our politicians should take particular notice of the thing. The welfare of the nation is more important than their financial interests."

"The guys at the top should see that movie. They only want to stay in office, that's why there is no end to red tape."

"Because freedom is valued highly over there."

No opinion/No answer:

$\frac{1}{83\%}$ @

$\frac{3}{97\%}$ @

@ Some respondents gave more than one important detail.

FEW REASONS ADVANCED WHY FILM NOT IMPORTANT ...

The main reasons why the minority felt the picture unimportant are: general indifference towards politics, or that the film story is not applicable to conditions over here.

"Quite apart from whether you liked the film 'Tom Schuler' or not, do you personally regard it as important that such films are nowadays shown in Germany or don't you regard it as so important?"

IF "Not so important":

"For what reasons do you regard it as not important?"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|----------------------------|-----------------------------|
| <u>Because of unconcern with politics:</u> | 8% | 9% |
| "What's the use of it? I'm just not interested in politics." | | |
| "I'm not interested in such things. I have my own worries. I can't be bothered with politics." | | |
| "Because contrary to prevailing opinion, I don't feel that everybody should take an active part in politics. An optimum achievement of a nation can only be reached through an optimum in professional effort." | | |
| "Why must they put politics into films? I go to the movies for entertainment and not for political information." | | |
| <u>Because such films are cut out for American conditions and have nothing to say to us in Germany:</u> | 5 | 3 |
| "Because, in my opinion, such films are effective in America, but certainly not in Germany." | | |
| "You cannot transplant American institutions to Germany. Every country has its own structure and foreign influence will only serve to upset the pattern. What is true for the U.S., is not necessarily true for us. I mean, it is impossible simply to declare our situation identical with the American situation of the past." | | |
| "Because a method that has been successful in one country doesn't necessarily guarantee success in another." | | |
| <u>Because the manner of presentation is too primitive:</u> | 2 | 1 |
| "There is nothing wrong with showing political films, but they must not be so primitive as this one." | | |
| "It can't be done like that. The presentation is too primitive." | | |
| <u>Because such films do not offer anything new:</u> | 1 | 4 |
| "The facts that are demonstrated in the film are generally known." | | |
| "For school children it would perhaps be right, but grownups already know all about it." | | |
| <u>Because such films are rather ineffective:</u> | 1 | * |
| "Because films unfortunately have hardly any lasting influence on the minds of people." | | |
| "It's all very nice, but most people won't take it to heart." | | |
| * Less than one half of one per cent. | | |

(Cont'd on next page)

(Cont'd from preceding page)

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|----------------------------|-----------------------------|
| <u>Because the common man can do nothing anyhow:</u> | 1% | 1% |
| "The man in the street can't change things. We have to rely entirely on our government." | | |
| "The big shots do what they want. Why should a simple man like me get all worked up about politics." | | |
| <u>Other answers:</u> | 1 | 1 |
| "We have our own troubles." | | |
| "It can only be right for people who see in this film a parallel to Europe. I'm sure most people don't see it." | | |
| <u>No opinion/No answer:</u> | $\frac{1}{20\%}$ @ | $\frac{*}{19\%}$ @ |

* Less than one half of one per cent.

@ Some respondents stated more than one detail.

FILM OFFERS NOTHING PARTICULARLY NEW TO MOST MOVIE-GOERS ...

For many years, American information efforts here in Germany carried similar subjects and messages as the USIS short feature 'Tom Schuler' - European integration, democratic ideals, civil rights and responsibilities. Considering this fact, one should not be surprised that the following findings indicate that the film did not offer or stimulate very many new ideas to its audience. 'Tom Schuler,' therefore, in this respect does not score as high as on popular appeal. It is only a minority (22%) that feels that the film offered something new to them, while fully three-quarters of the audience reported the picture did not show anything which they didn't know before.

This suggests - in concurrence with previously reported findings - that the impact of 'Tom Schuler' lies less in the transmission of new knowledge and more in the reactivation of already known ideals and themes. It is an accepted fact in psychology that an audience exposed to a, by and large, familiar subject is inclined to overlook details - even if objectively new to them - in favor of the already known whole. Therefore, the reader should not draw any adverse conclusions with regard to the effectiveness of this film deriving from the following results.

"Did the film perhaps show something new to you,
that is, something that you had not been informed
about before, or not?"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|------------|----------------------------|-----------------------------|
| Yes | 22% | 21% |
| No | 77 | 79 |
| No opinion | 1 | * |
| | <u>100%</u> | <u>100%</u> |

| <u>Combined Audiences</u> | | | | | |
|---------------------------|--------------|------------------------------|------------------------------|-------------|--------------|
| | <u>TOTAL</u> | <u>Elementary school</u> | <u>Beyond elementary</u> | <u>Men</u> | <u>Women</u> |
| Yes | 22% | 23% | 20% | 19% | 26% |
| No | 78 | 76 | 80 | 81 | 73 |
| No opinion | * | 1 | - | * | 1 |
| | <u>100%</u> | <u>100%</u> | <u>100%</u> | <u>100%</u> | <u>100%</u> |

* Less than one half of one per cent.



COMMENTS OF THOSE WHO LEARNED SOMETHING NEW ...

The legendary figure of Tom Schuler in American history, and his political work appears most often among the comments of the majority of those who learned something new from the film.

"Did the film perhaps show something new to you, that is, something that you had not been informed about before, or not?"

IF "Yes":

"What did the film show that was new to you?"

Summary Table

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|---|------------------------------|------------------------------|
| The person and the work of Thomas Schuler | 7% | 8% |
| The historical development of the U.S. | 6 | 10 |
| The constitution and the government of the U.S. | 4 | 1 |
| The economic conditions in America in the past | 3 | 1 |
| The advantages of an international federation | 2 | * |
| Other answers | 1 | 2 |
| No opinion/No answer | <u>1</u> 24% [@] | <u>1</u> 23% [@] |

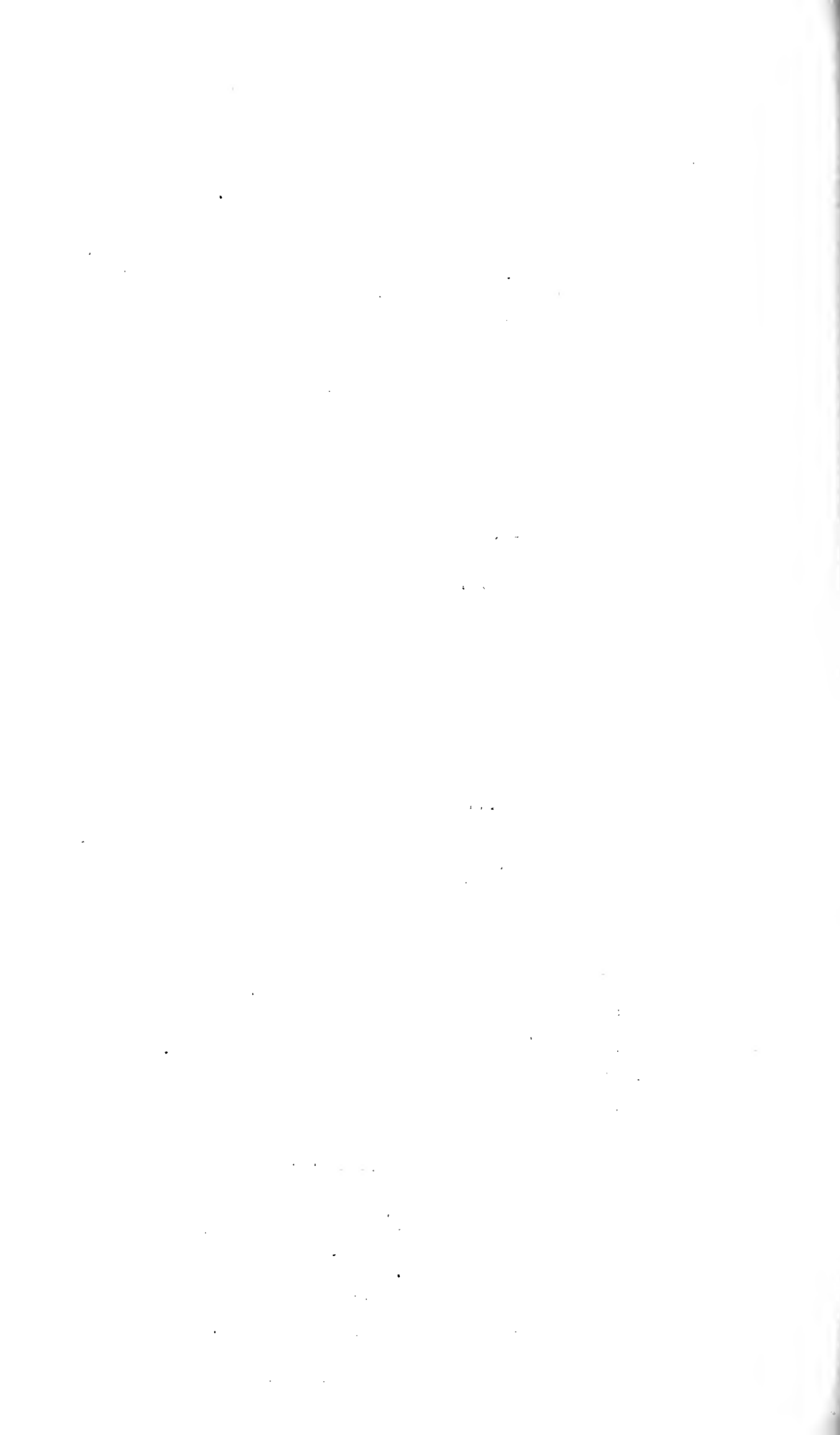
COMMENTS IN DETAIL ...

"Did the film perhaps show something new to you, that is, something that you had not been informed about before, or not?"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|--|------------------------|-------------------------|
| <u>The person and the work of Thomas Schuler:</u> | 7% | 8% |
| "I had never heard anything about Schuler." | | |
| "I didn't know about the life and the person of Thomas Schuler." | | |
| "I didn't know of the existence of Schuler before." | | |
| "I didn't know that a German contributed toward the union of North America." | | |
| "I hadn't known that there lived a German shoemaker who was somebody over there," | | |
| <u>The historical development of the U.S.:</u> | 6 | 10 |
| "I learned about the history of the American Union after the Revolutionary War." | | |
| "I didn't know so much about American history, the civil wars and their effects. It helped to clarify a number of things." | | |

(Cont'd on next page)

@ Some respondents gave more than one answer.

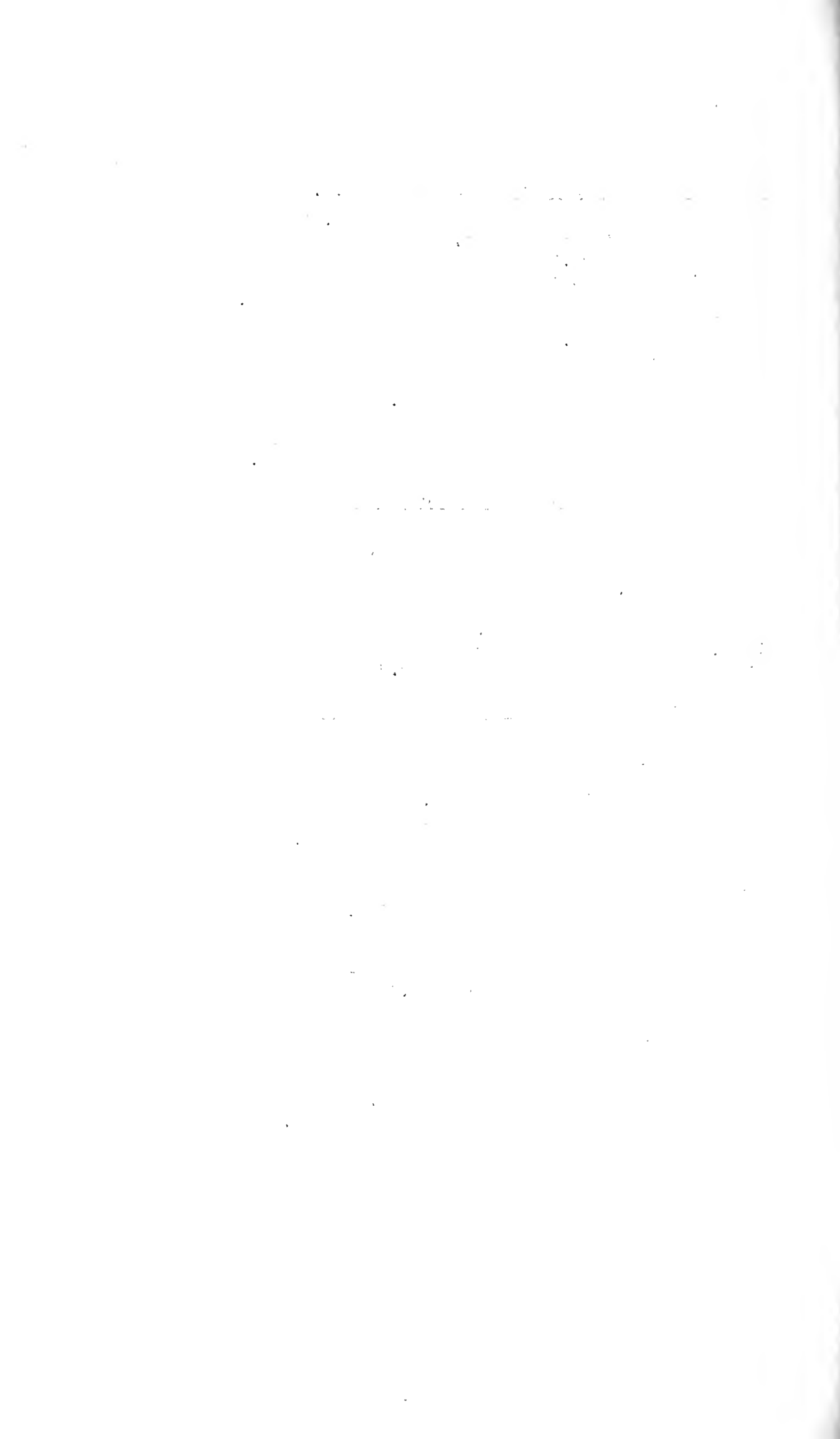


(Cont'd from preceding page)

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|---|----------------------------|-----------------------------|
| <u>The constitution and government of the U.S.:</u> | 4% | 1% |
| "I was not so well informed about America, its structure and its government. There is always something to learn." | | |
| "I didn't know that the President of the United States can be outvoted by other parts of the government, and that he finally is subject to the power and the will of the people." | | |
| "The drawings showing the structure of the American government and how a joint government for the whole of America developed was new to me." | | |
| "It was a surprise for me to learn that a plain shoemaker may become a Congressman in America. In Germany you must have a title to become that." | | |
| <u>The economic conditions in America in the past:</u> | 3 | 1 |
| "I never knew that they used to barter with flour and that flour was accepted for cash." | | |
| "I learned about the currency which used to be pretty unstable then." | | |
| "I hadn't realized there were so many customs duties in the America of the past." | | |
| "Imagine the different currencies! The money of one State could not be used in another." | | |
| <u>The advantages of an international federation:</u> | 2 | * |
| "How wonderful it would be if the whole of Europe were united." | | |
| "The film showed to me the advantages a union of the small countries would offer." | | |
| "How difficult it was for people! But they made their way by attaining mutual understanding." | | |
| <u>Other answers:</u> | 1 | 2 |
| "That there is no racial discrimination." | | |
| "That a monument was erected in honor of the shoemaker." | | |
| "That such things happened in the past - that people have to learn the hard way." | | |
| <u>No opinion/No answer:</u> | $\frac{1}{24\%}$ © | $\frac{1}{23\%}$ © |

* Less than one half of one per cent.

© Some respondents gave more than one answer.



ONE OUT OF FIVE, HOWEVER, ADMITS RECEPTION OF NEW VIEWS AND IDEAS
RESULTING FROM FILM ...

For the returns to a further inquiry the same guiding considerations
apply as for the results of the last query. Although again a majority
of the audience stated that this film did not suggest any new ideas and
views to them, a fairly sizeable group attest to having received new
views and ideas from the film.

The men and also the less educated respondents score higher in this
respect than do the other groups.

Also, the 'actual audience' seems to have gained more from the film
than is true for the 'special audience'.

"Apart from your attitude towards the filme - did
it suggest any new views and ideas?"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|------------|----------------------------|-----------------------------|
| Yes | 24% | 16% |
| No | 72 | 81 |
| No opinion | <u>4</u> | <u>3</u> |
| | 100% | 100% |

Combined Audiences

| | <u>TOTAL</u> | <u>Elementary school</u> | <u>Beyond elementary</u> | <u>Men</u> | <u>Women</u> |
|------------|--------------|------------------------------|------------------------------|------------|--------------|
| Yes | 20% | 22% | 16% | 23% | 16% |
| No | 77 | 74 | 82 | 74 | 80 |
| No opinion | <u>3</u> | <u>4</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| | 100% | 100% | 100% | 100% | 100% |



The comments cited below give a picture of the new views and ideas admittedly transmitted by the film. Again, the necessity for European integration, the advantages resulting from unity and cooperation among nations are most frequently emphasized.

"What new views and ideas did the film suggest?"

Summary Table

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|---|----------------------------|-----------------------------|
| It is an advantage if countries cooperate and unite | 6% | 2% |
| Europe should unite | 5 | 6 |
| German reunification is a necessity | 5 | 4 |
| The individual can fulfill important tasks in the community and should therefore take an interest in politics | 4 | 1 |
| It offered an insight into the historical development and the conditions of America | 2 | * |
| All efforts to bring about peace should be supported | 1 | - |
| Other and general answers | 3 | 3 |
| No opinion/No answer | * 26% [©] | 1 17% [©] |

* Less than one per cent.

© Some respondents gave more than one answer.

COMMENTS IN DETAIL ...

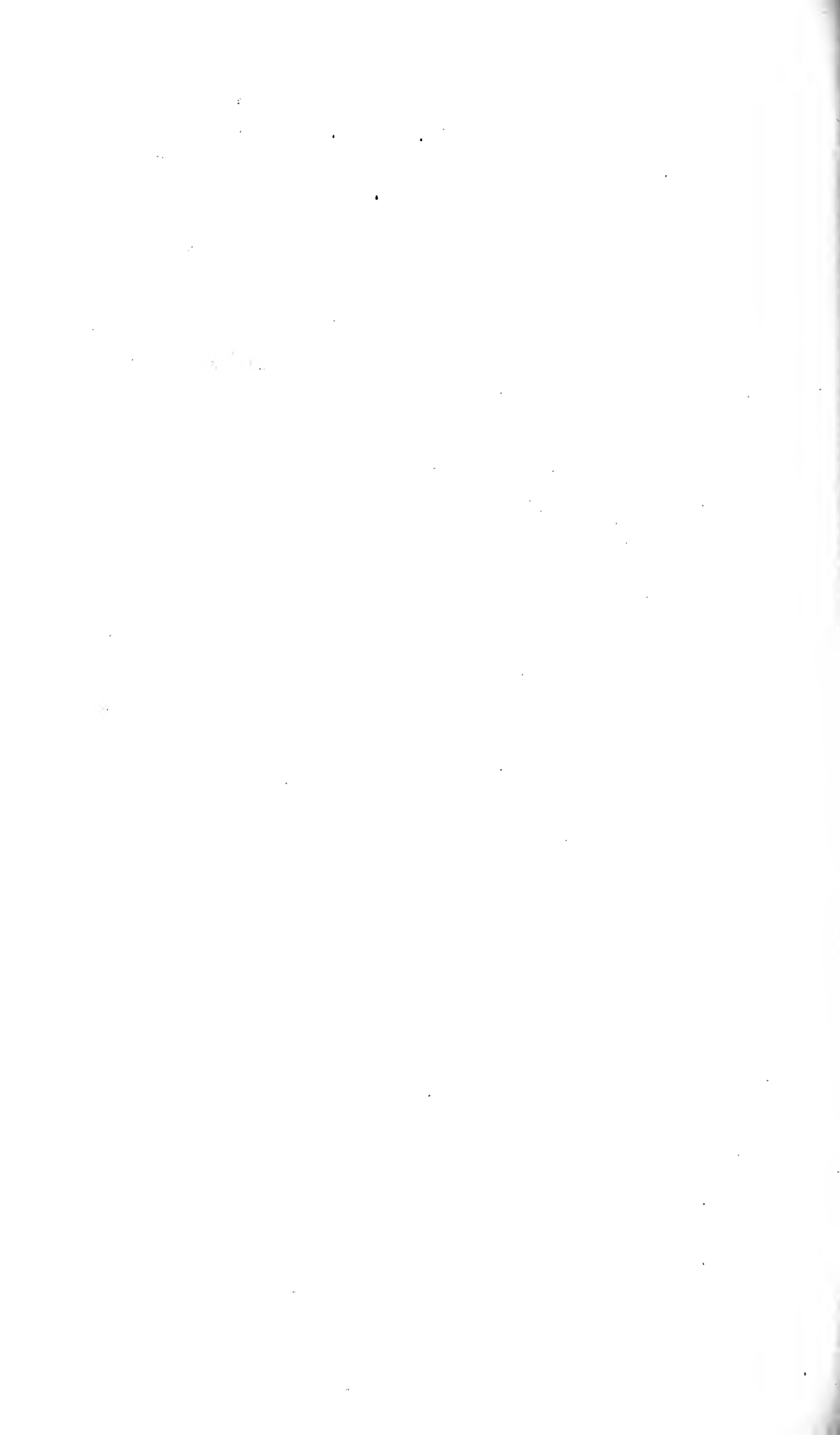
"Apart from your attitude towards the film, did it suggest any new views and ideas?"

IF "Yes":

"What new views and ideas did the film suggest?"

| | <u>Actual Audience</u> | <u>Special Audience</u> |
|---|----------------------------|-----------------------------|
| <u>It is an advantage if countries cooperate and unite:</u> | 6% | 2% |
| "If there is unity among people, everybody is better off than if there is discord." | | |
| "Wouldn't it be nice if people could travel about without restrictions and shop wherever they liked. without having to worry about customs and the like?" | | |
| "People should realize that they are more likely to achieve their goals if they are united than otherwise." | | |
| "It would be easier if there were no borders and people wouldn't have to pay customs duties." | | |

(Cont'd on next page)



(Cont'd from preceding page)

| | Actual Audience | Special Audience |
|--|-----------------------|----------------------------------|
| <u>Europe should unite:</u> | 5% | 6% |
| "It would be good if we had a united Europe." | | |
| "The ideas expressed toward the end of the film could also be applied to a European union." | | |
| "Europe should unite." | | |
| <u>German reunification is a necessity:</u> | 5 | 4 |
| "It again stimulated the idea of German reunification." | | |
| "It set you thinking about East Germany. It would be better if we were united." | | |
| "It makes you think about unification. I'm sure there is a parallel to East and West Germany." | | |
| "The film brought home to people that Germany is not united and that it would be better if unification could be accomplished in this way." | | |
| <u>The individual can fulfill important tasks in the community and should therefore take an interest in politics:</u> | 4 | 1 |
| "The average person should take a keener interest in politics and discuss these matters more often." | | |
| "What can I contribute in politics? I will find some way to promote peaceful relations between nations. I could, for instance, invite a child from another country to spend the holidays with us." | | |
| "One should at least always be well informed and should vote sensibly." | | |
| <u>It offered an insight into the historical development and the conditions of America:</u> | 2 | * |
| "I had learned about the development of American culture in school, but the film turned theoretical knowledge into vivid experience." | | |
| "It gave information about the government in America. The film demonstrated how laws are made and how they are carried out. It showed that in the U.S. the people govern." | | |
| "Life must be beautiful in America where all people are united and well off." | | |
| <u>All efforts to bring about peace should be supported:</u> | 1 | - |
| "We want to avoid war at all costs." | | |
| "There should always be peace and never again war." | | |
| <u>Other and general answers:</u> | 3 | 3 |
| "They should show such films more often." | | |
| "It is possible to present to the public a normally dull subject in a nice and appealing manner." | | |
| "I came to think that colored films would attract twice the number of people if the colors were always as beautiful as they are in this film." | | |
| <u>No opinion/No answer:</u> | * 26% ^② | ¹ 17% ^② |

* Less than one half of one per cent.

② Some respondents gave more than one answer.

APPENDIX "A"

"Three movie-goers - Mr. Schmidt, Mr. Mayer and Mr. Schulze are talking about the film 'Thomas Schuler'. In the course of the conversation these three arrive at different opinions about the film. (CARD)

Mr. Mayer says: It is high time that European nations formed a United Europe and gave up their persistence in maintaining national states - with all their petty quarrelling and mutual jealousy - as we have seen in this film by the example of the United States of America.

Mr. Schmidt says: As it is, I've nothing whatever against a unification of Europe. However, what may be fine for the United States of America, does not necessarily work here in Europe. I don't believe that this would be applicable to Europe as the peoples involved are too dissimilar.

Mr. Schulze says: I am most emphatically against a unification of Europe. Now and in times to come every nation must lead its own life and safeguard its interests against the others - otherwise Germany will never come into its own.

With which of these three opinions would you personally agree?"

| | <u>Combined Audience</u> | <u>Actual Audience</u> | <u>Special Audience</u> |
|-------------|------------------------------|----------------------------|-----------------------------|
| Mr. Mayer | 57% | 57% | 57% |
| Mr. Schmidt | 32 | 29 | 35 |
| Mr. Schulze | 7 | 8 | 5 |
| None | 2 | 4 | 1 |
| No opinion | <u>2</u> | <u>2</u> | <u>2</u> |
| | 100% | 100% | 100% |

APPENDIX "B"

The Sarazen Blade
(U.S. production)

Synopsis: The son of a rebel against princely despotism is in love with the daughter of an earl, but must see her married to the murderer of his father. On a crusade to the Holy Land he wins knighthood in battle. Upon his return he avenges the death of his father and wins his beloved.

Three Days' Detention
(German production)

Synopsis: This movie deals with life in the Prussian barracks during pre-World War I days. Since the film is a burlesque comedy, militarism as such is not criticized. As a matter of fact, it is the bourgeois more than the military that are exploited for comedy's sake. The plot revolves around the illegitimate child of the mayor's cook.

The Secret of a Woman-Doctor
(A new German production)

Synopsis: Various offences violating her professional duty and their consequences (such as a jail term and the scratching of her name off the register), trip up a woman-doctor rather badly. It's only her professor who retains faith in her. He cures her emotional and physical ailments (for, on top of everything else, she is a drug addict) with compassion, kindness and understanding.

UNIVERSITY OF ILLINOIS-URBANA



3 0112 069044201